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ABSTRACT

A study was conducted to develop and implement a procedure to describe and evaluate existing linkage programs at the local level between vocational education and CETA (Comprehensive Employment and Training Act) programs. The study had the following objectives: (1) to identify linking organizations that offered services directly or through the coordination of the training programs of other agencies; (2) to describe and evaluate current methods used by these organizations; and (3) to determine the problems experienced by linkage organizations. In addition to compiling bibliographies and surveying relevant literature and legislation, linkage organizations were identified and surveyed. Data were analyzed regarding the agencies, work sites, and client populations and their relationships with training agencies and work sites. A sample of twelve linkage systems was selected for in-depth evaluation and site visits. Based on this data, it was concluded that sites tended to operate with small staffs and low initial funding, but as sites matured, amount of funding increased along with the number of clients served. Employment counseling and information dissemination were the most frequently offered direct and coordinating services. Coordinating sites tended to work intensively with a small number of business and education agencies. (BM)

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Final Report

Project Number 49-412-72
Grant Number G-77-2138

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A Study to Identify, Describe and Evaluate Existing Methods of Linking Vocational Education with CETA Programs- Business, Industry, Labor, and Adult Education

July, 1980

U. S. Department of Education
Office of Vocational and Adult Education

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A Study to Identify, Describe and Evaluate Existing Methods of Linking Vocational Education with CETA Programs-Business, Industry, Labor, and Adult Education

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PROJECT ABSTRACTS

Project Number: 49-412-72 Grant Number: G77-2138

PROJECT TITLE: A Study to Identify, Describe, and Evaluate Existing Methods of Linking Vocational Education with CETA Programs- Business, Industry, Labor and Adult Education

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PROJECT OBJECTIVES:

The purpose of the study was to develop and implement a procedure to describe and evaluate existing linkage programs at the local level. The study had four objectives: 1) to identify linking organizations which offered services directly or through the coordination of the training programs of other agencies; 2) to describe and evaluate current methods used by these organizations; and 3) to determine the problems experienced by linkage organizations.

PROJECT PROCEDURES

In addition to compiling annotated bibliographies and surveying relevant literature and legislation, the project staff identified and surveyed linkage organizations. Descriptive and quanitative data were obtained and analyzed regarding the organizational and staffing patterns, knowledge of training agencies, work sites and client populations and their relationship with training agencies and work sites. A sample of twelve linkage systems was selected for in-depth evaluation and site visits.

CONCLUSIONS:

Most surveyed sites were recently established. Sites tended to operate with small staffs and low initial funding. As sites matured, amount of funding increased, as well as number of clients and/or client agencies served. Employment counseling and information dissemination were the most frequently offered direct and coordinating services. Coordinating sites tended to work intensively with a small number of business and education agencies.

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I. DESCRIPTION OF THE STUDY

PROJECT OBJECTIVES

The purpose of the present study was to develop and implement a procedure to describe and evaluate existing linkage programs at the local level. The study had four objectives: 1) to identify linking organizations which offered services directly, or through the coordination of the training programs of other agencies; 2) to describe and evaluate current methods used by these organizations to provide direct and coordinating services; and 3) to determine the problems experienced by linking organizations in their own development and in securing cooperation among training programs.

PROJECT PROCEDURES

Selection of Advisory Committee

Four persons who were authorities in the fields of education and work were appointed to the advisory committee. The committee served the project staff as advisors and consultants. Members assisted the project staff in identifying linking organizations, constructing the linkage survey instrument and developing the format for conducting in-depth case studies with selected linkage sites. Names and affiliations of advisory committee members are provided in Appendix A.

Identification of Linking Organizations

In order to specify the type of organization to be studied by the project, a formal, operational definition of a linkage organization was established. A linkage organization was defined as a discrete, non-profit, non-governmental organization actively engaged in facilitating the transition of one or more target populations from education to work by means of services provided directly to these persons (e.g. counseling, training, placement) or through services intended to facilitate transition programs of other agencies (e.g. program consultation, job development, information dissemination) at the local level. Also, to be considered a linkage organization, a program had to be conducted as a joint effort of at least two community sectors, such as education and business, and transition serviceshadto be a primary activity of the organization at the local level.

In order to identify projects at the local level which met the formal definition of linkage organization, contacts were made with a number of organizations at the national level. Also, contacted, were units of the U.S. Department of Labor and the U.S. Office of Education. These organizations were requested to provide listings of linkage projects at the regional and local levels. Additional sites were identified through contacts with already-identified linkage organizations, by means of personal conversation and interviews

with site staffs or through a site's response to item 9 of the project's survey instrument (see section, "Survey Instruments" below). Three hundred and forty three linkage organizations were selected, which met the above criteria.

Problem Statement and Review of Issues in the Area of Transition

From the time of the original proposal until the completion of this report, a large amount of information has been written on the topic of transition. Therefore, although a problem statement was initiated at the time of the proposal, additional reading on a broad range of issues in the area was carried out to keep pace with the rapidly developing field, and to place it into historical and cultural perspective. Analysis of this material makes clear the huge changes in the field, from its birth as an idea, into movement in federal legislation, appropriations, and operating programs, as well as into accelerated growth in non-federally sponsored programs.

Review of Legislation in the Area of Transition

A review of federal legislation impacting on school-to-work transition programs was created and periodically updated. Staff members reviewed and analyzed legislation which had been enacted. In addition, government publications, such as the Congressional Record and the Federal Register,

and documents from the Department of Labor and Department of Health, Education, and Welfare (as it was called during most of the period in which this report was being written), were monitored and reviewed. To gain additional perspective on the significance of current issues relevant to linkage, as viewed by interested parties, publications pertaining to federal education-work legislation, produced by organizations not directly affiliated with the federal government, were also reviewed. Although federal legislation enacted during the year 1980 could not be included in the final report, legislation enacted through 1979 has been documented.

Review of Research and Evaluation Studies in Transition

A comprehensive review was undertaken of on-going and recently-completed projects which studied the transition process or programs offering transition services. A detailed search of sources of the Indiana University Library (a major research library), revealed that the majority of the research and evaluation literature in this area is not formally published and distributed. Thus, it became necessary to broaden the search to include a variety of non-academic, non-traditional sources. A number of projects were identified through formal searches of computerized data bases of research both completed and in progress. Other research projects were identified through examination of

documents listing projects in progress relevant to transition, from both federal and other sources.

The third major method of locating research projects was through personal contact with persons knowledgeable regarding the existence of studies relevant to transition. Projects were also identified during meetings with state and federal officials and contacts with leaders of education-to-work linkage programs at the national level.

Survey

A survey instrument was constructed in order to obtain information concerning the operation of identified linkage organizations at the local level. The survey was designed to be brief, yet sufficiently detailed to provide an accurate portrayal of a site's structure and activities with a minimum of time committment by site personnel. The questionnaires were completed by representative persons in the organization who deal everyday with problems on the job.

Since the organizations to be surveyed might be involved in the provision of either direct services, coordinating services or a combination of both types of services, survey items were clustered in those three areas. All linkage organizations were asked to respond to items regarding length of time in operation, amount and sources of funding, classification of linkage services provided (e.g. direct service, coordination, both or other), staff composition and education, advisory board composition, available resources for providing services, and goals for the improvement of education and work.

Linkage organizations involved in the provision of direct services to clients were asked to respond to items pertaining to the types of services offered, the total number of clients receiving each service annually, along with the age and sex distribution of the clients, and the number of agency staff involved in providing each service. Linkage organizations involved in coordination of programs sponsored by other community agencies, were asked to respond to items pertaining to the number of various types of agencies which received coordinating services, the number of monthly contacts maintained with each type of agency and the types of coordinating services which were provided. The survey instrument is illustrated in Appendix B.

Case Studies

From the total pool of identified linkage organizations, twelve sites were selected to receive in-depth study and evaluation. Sites were selected to represent each geographical area and to represent the types of linking organizations involved in the study. In-depth site interviews were conducted according to a standard format. Information was collected pertaining to the formation and history of the organization, organizational structure and activities, current problems encountered in maintaining the local linkage, and

current impact of the organization's activities on the transition of target clients in the community.

Following the initial interview and observation at each site, the activities of the twelve linking organizations were monitored, both directly and indirectly, in order to update the case studies. Current information about sites was acquired through various means. Recent documents produced by these sites, such as newsletters, monographs and manuals, were received. Descriptive information on any of the sites which appeared in journals or reports disseminated by other projects or organizations, were reviewed.

Analysis of Data

Data from the survey instruments was analyzed to determine the frequency distributions of responding sites on a number of single variables. Among these variables were length of time in operation, funding level and funding sources, staff size, education, sex and organizational position, number and types of services offered, number of advisory board members from various community sectors and types of goals espoused for improving education and work. Cross-tabulations were created to examine the relationship among variables, such as amount of annual funding received, staff size and education, number and types of services offered and number of goals for education and work, number of clients seen annually and/or number of community agencies with which contact is maintained. Where

applicable the strength of observed trends in the distribution of sites on these variables, were subjected to tests of statistical significance, using ordinal level tests of significance.

Data obtained from the in-depth interviews was organized and presented in case study form, to allow comparison of the sites' response on each of the variables studied.

Conclusions

Conclusions of the study were made following a careful review of the results of the data analysis.

Annotated Bibliography

In recognition of the need for an organized central reference source of materials pertaining to linking education and work, an annotated bibliography of recent publications in this area by federal, industry and labor programs was compiled. The bibliography was compiled and periodically updated during the course of the project, through frequent searches of the literature, surveys of computerized data bases, and continued contact with programs actively publishing documents relevant to current linkage efforts.

The annotated bibliography included in the final report was created from an appreciably larger bibliography compiled over the duration of the project. The more concise listing was developed to offer readers documents which would be most

useful in their work related to transition services, with a minimum of overlap in the treatment of the various topics covered by the documents.

Dissemination of Project Results

One of the goals established during the course of the project was the efficient, on-going dissemination of information obtained over the course of the project, to key policy-makers and others actively involved in the education-to-work transition field. Preliminary findings from the project were disseminated at education-work conferences, both at the regional and national levels, and were also communicated through journals and newsletters.

II. STATEMENT OF THE PROBLEM

Introduction: Our Changing Society

Throughout the course of their lives, people invest much of their energy into two major areas: first education and training; and then, work. The transition from vocational education and training to the world of work is a critically important facet of modern life, since the lives of most people center around or are affected by their occupations or careers.

Complicating this transition is the fact that American culture and society have grown and changed in the last few decades at an unprecendented rate. As Burt and Lessinger (1970) have noted, we have had "... a revolution of harnessing the different, dynamic elements of the most astonishing period of industrial development in the history of mankind" (p. xvi). Influenced by this kaleidoscope of change, American culture and the jobs of its members have become increasingly complex. In fact, careers have become more and more open-ended, with the entire range of occupations approaching 25,000 (Hefzalla and Maloney, 1974). Some of this great number of occupations did not exist five years ago, and some will not exist five years from now. Additionally, many brand new careers will emerge and function over the next five years, as the work world continues to keep up with our changing culture.

The Difficulties of Transition

These complexities of our society and its labor market

have affected the transition between preparing for, and selecting satisfying meaningful careers, the result being an exceedingly difficult transition for most people. While such a transition is problematic to begin with, the fact that transition mechanisms are just recently developing makes matters even more complicated. This shortage of needed transition links between education and work has some influence on the high labor market statistics on unemployment. Such statistics have far-reaching effects, as Gallup (1974) notes, work is central to the lives of people. The lack of work, or employment in meaningless work, can result in human costs such as worker alienation, alcoholism, drug addiction and other manifestations of poor mental health.

In the education arena, a sizable dropout rate has continued to reflect the difficulty of transition. Even through this rate has been reduced over time (Walthers, 1976), students, unable to see much connection between their education and the real world of work, continue to drop out.

An additional aspect of the transition problem to be noted is the large percentage (36%) of people between 16 and 65 that are currently in transition (Jacobson, 1978). Complicating the situation still further is the fact that transition difficulties exert differential effects on various sectors of the population. "The most severe labor market problems are found among the school dropouts, the non-whites (except college graduates) and the 16-17 year olds" (Walthers, 1976 p.iv). The adult group in transition tends to consist mainly of white

females between 20 and 39 who are diversified in terms of education, employed, and wishing to change or improve their occupational status. Adulthood transition is made more complex by the problems in cooperation among institutions providing adult education, and between these institutions and government programs (Beder and Darkenwald, 1974).

Reubens (1977), in her comparative study of European and American systems, sums our system up as follows: "The United States stands out for the degree of its reliance on individual schools and colleges; its weak provision of all transition services; its spotty history of cooperation with the employment service, employers, and trade unions; and the great diversity of standards of practice from one place to another" (p.33). The diversity that Reubens mentions is a mirror of the diversity of this country; the complex nature of our society seems to be reflected in the complex nature of the transition problem. Yet it is this very flexibility, so positive and valuable to the American way, that may be a distinct complication in solving transition problems.

To keep up with the growth of industry, government and education, and with the needs of working-aged Americans, a wide variety of programs relating to vocational training and development has been divised, and is sponsored by education, government, and the private sectors. While one might look for an accumulation of information on the linking of these programs that could maximize the effects of various systems, substantial interest in this field has only developed in the last

five years. While intentions were good and commitment strong, these complex, massive, and well-developed systems of education and labor have remained unlinked for a long time. Only recently have they begun to collaborate and interact, so that the knowledge that might have been gained from working together still remains partially unrealized, and the capacity for developing linkages has not been strongly exercised.

However, there is some indication of growth and improvement in the linkage field. Four years ago, Gallagher (1976) indicated there was need for stronger relationships among vocational training in the public and post-secondary vocational educational system, federally mandated employment and training programs, and private sector employment. One year ago, Beder and Darkenwald (1979) described the varying relationships CETA had with community colleges, and the rejection the agency experienced from secondary vocational education in the past. However, very recently Robert Taggert, director of youth programs for the Labor Department, stated that the closer relationship between CETA sponsors and vocational education schools has been helpful in the appropriations of large budgets for youth employment programs (Education & Work, 1979, 5). Indeed, Congress currently has before it youth employment legislation involving the improvement of basic skills and work habits, which totals about one billion dollars. Taggert's comments and

increasing appropriations seem to indicate great improvement and closer relationships in this area.

Sometimes the three involved systems (education, federally mandated programs, and the world of work) are themselves fragmented. An example of this was described by Beder and Darkenwald (1979). In the educational system they found little or no collaboration between community colleges and vocational schools, due to factors such as a lack of institutional responsibility and trust. Such internal fragmentation is yet another facet of the transition problem.

In discussing the federal human resources system, Fleming (1974) notes that: "What we have, by way of manpower programs, are bits and pieces designed to mobilize, train, and move millions of people to fight two great wars, two small wars, the most devastating depression in our history, and persistent unemployment, and poverty during the affluence of the 1960's. We adopted emergency and temporary measures to meet what now appear to be long-term situations. Our manpower programs were forced by Sputnik, wars, poverty, the demand twist in the labor market, or the decline in the number of unskilled jobs" (p. 288). What Fleming seems to be stressing is that many of our current programs are more or less scattered strategies that got us through times of national crises. These programs need to be revamped if they are to effectively deal with the problems of today.

Traditionally, as Bradford (1967) has pointed out, the educational system has assumed responsibility for education and training. However, when the system also takes on total responsibility for provision of transition between school and the work world, it finds itself in an impossible situation. Total reliance upon schools as the principal agency for transition services creates "difficulty in providing a balanced, comprehensive, and integrated transition program ...(and results in programs which are particularly weak in aspects which involve the labor market or relations with labor market institutions" (Reubens, 1977, p.33). Evidence of the above is seen in the fact that most people upon leaving school are without the guidance they need in regard to training and vocational decision-making (Jacobson, 1979). Vocational students, for example, possess even less information about job opportunities than general curriculum students (Grasso & Shea, 1979).

Reubens (1977) also notes "...in practice it is far from clear that the schools are willing or able to act as the principal agents in furthering a smooth transition. ...some educational theorists and teachers tolerate transition activities as an inferior intruder in the schools, akin to the lesser nonacademic subjects. Others hold that the transition services are alien, conflicting with, or irrelevant to education's purposes" (p.31). Thus, education's input alone, whether it is graciously or begrudgingly supplied, does not seem to be able to totally fulfill

the transition function.

Stern (1977) noted that our national policy to both increase the country's number of highly trained workers, and to heighten the accessibility and appeal of post-secondary education has found some success. Unfortunate and serious side-effects, however, are a breakdown in communication between the worlds of work and education, and a lessening emphasis on the preparation of youth for the working world. The accentuation of college education has resulted in well educated people who are unprepared for the realities of the work world. As Stern stated: "Perhaps it is time to evaluate and re-emphasize this preparation-for-working-life function, not to give it more priority than other legitimate educational functions, but merely to allow it to finally attain a place among the most important" (p.65).

Meanwhile, business has had its own series of programs such as pre-service, on -the-job, tuition reimbursed, and management training, which operate separately from the government, although sometimes receiving federal support. In general, the system of vocational education sponsored by business evolved in response to the need for employees skilled in specific areas (Grasso & Shea, 1979).

Responses to the Transition Question

Although there are abundant problems and struggles

involved with transition, it must be emphasized that many varied attempts at answers have indeed been made. Responses to the shortage of transition mechanisms between education and work and its accompanying problems seem to fall into three categories: 1) articulation and dissemination of the ideas of thoughtful observers, 2) organizational responses to bridge the gap, and 3) governmental responses through legislation and funding.

Intellectual Background

Prior to and concurrent with the recent increased state of legislative and organizational developments, a series of books and articles appeared which recognized and drew attention to transition problems, recommended solutions, and provided intellectual impetus for the needed action. Several key authors have had a major influence in this area: Burt and Lessinger (1970) through their book Volunteer Industry Involvement in Public Education; Hoyt through his influential series of books and articles stressing the need for career education; and Wirtz, (1975) with his book The Boundless Resource. Some of these authors' important ideas deserve mention.

In their thorough and detailed book, Burt and Lessinger present a compendium of perceptions, thoughts, and ideas on means to implement the voluntary involvement of business in public education. The authors believe that utilizing the expertise and experience of industrial personnel in the

education system will help build schools that function better, and are more relevant and flexible to today's society. Better schools will in turn produce well-educated and well-trained manpower for industry. One of Burt and Lessinger's major recommendations is for the hiring of industry-education liason staff by the school. Such staff would be responsible for organizing and arranging the involvement of industry and community resource groups in the public schools.

Hoyt, in his paper "Preparation in School for Working Life" (1979) outlines the varying degrees of steps to incorporate career education into previously existing school curriculums. He emphasizes need for cooperative efforts among all facets of the community, including education, business, industry, unions, and parents, in order to prepare young people for working life. Employers and unions, as representatives of the working world, can help teachers to identify career-related concepts in their respective disciplines. At the same time, the education system can be working with employers in establishing on-site work-related observation and experience.

Wirtz (1975) makes an important point when he emphasizes that the "key to bringing education and work closer together is not so much in any particular programs, as in developing truly collaborative processes among those in charge of these functions, including the 'public'" (p.v).

Development of Organized Linkage Activities

In addition to the responses made through books and articles, many organized activities in the form of linkage organizations have attempted to bring about more effective transition. Linkage organizations, are viewed by the authors of this study, as discrete, non-profit, non-governmental agencies which are actively engaged primarily in the education-to-work process involving information, training, counseling, and/or placement. The work of such linkages involves the cooperative efforts of two or more agencies and/or institutions in an attempt to bridge existing gaps in the relationship between educational institutions, vocational training institutions, labor organizations, and business-industrial organizations and their present and potential clientele. Linkages not only gather information on vocational education, training, and employment opportunities; they also disseminate such information to target populations.

Jacobson (1979) notes that linkage organizations tend to organize around sectors, by population, by delivery method or location, and by the availability of resources. She sees linkage agencies as typically offering current labor market statistics and information regarding education and training, as well as providing opportunities for clients to assess their own values, attitudes and interests, in regard to their particular career goals.

Several relatively recent linkage activities, such as education-work councils and staffed agencies, incorporate the concept of collaboration between education and work in their organizational framework. This concept of collaboration is defined by Hoyt (1978) as a "process involving shared commitment, responsibility and authority between the formal system of education and various segments of the broader community for meeting identified learner needs" (p.1). According to Hoyt, collaboration emphasizes that learner needs cannot be met through the formal education system alone; thus education must extend beyond formal schooling per se. At the same time, the variety and extent of community learning resources make their inclusion into a formal system of education most difficult. Therefore, cooperative efforts between both communtiy and school are needed in collaborative ventures.

Specific Linkage Activities

In looking at specific types and examples of linkages, it was thought that it might be helpful to divide them into categories. Attempting to do so pointed out the difficult nature of such a task, since the dividing lines between private sector and public sector linkage activities are hazy and often indefinite. To illustrate: most linkage agencies at the local level are likely to receive some kind of federal funding, while other basically government sponsored

linkages may receive support from business. Thus, division into private and public categories cannot be neat and clean and in fact becomes almost impossible.

Looking at both the parent organization and the ideological bent of current linkage activities proved to be helpful in understanding the public or private sector nature as well as the theoretical background of today's linkages. The following categories emerged from such observation, and seem to be the most realistic and accurate: community based linkages, funded at the national level; community based linkages not funded at the national level; federally sponsored linkages funded either directly or through intermediary organizations by the Office of Education or by the Department of Labor. Examples for each of these categories follow.

Education and Work Councils

An examination of linkage activities that are community based reveals the growing numbers of education and work councils that have their roots in industry. Walsh (1977) defines industry-education councils as including a "number of variously named councils, committees, workshops, partnerships, etc., that have come into being over the years, not necessarily through the initiative of educators, and that are concerned with the total education such as ... "vocational education " (p. 120). Although in their earliest days some of these organizations were formed to improve educational

programs in specific fields (such as science and engineering after the Sputnik scare), most are now embracing the "career education" concept."

Wirtz (1975) proposed that community education-work councils be established at the local level. He saw these education and work councils participating in a wide variety of activities in the areas of counseling, education, and program development, and believed them to be necessary for the growth of many education/industry programs. In a counseling capacity, a council could provide people from a variety of occupations to talk with students about their career plans and job problems, and would provide a follow-up system for counseling and guidance activities to be instituted in the schools. In addition, a council would provide parents with career information so that they could be of help to their children.

Other important council responsibilities would be the development of a local occupational information system, and participation in locally varying activities to facilitate the placement of people into jobs. Education and work councils would also develop effective education-experience programs. According to Wirtz, "perhaps the initial Council function in this area would be simply to provide an efficient brokerage of work-study cooperative education arrangements, thereby ending the confusion that results when each school approaches the employing establishment independently" (1975, p. 70).

Community Based Linkages Funded at the National Level

Wirtz was influential in the development of the National Manpower Institute (NMI). This organization established, with substantial Department of Labor funding, the Work-Education Consortium. An intermediary organization for the work-education initiative, the Consortium Project has been involved with 29 local work-education councils throughout the country. The Consortium councils serve additional communities as models to be examined for possible solutions to specific youth transition problems (You and Youth, 1980). While the Consortium does not try to prescribe the work of the councils, it does suggest some general areas of action that are instrumental in the transition process: integration of work experience with education; counseling that emphasizes community resources; placement and follow-up; career information; systematic exposure of teachers and counselors to the nature of work; comprehension of the local economy and the world of work in general; and attitude development of youth to industry and industry to youth (Barton, 1976).

A major contribution of the Consortium is the provision of a forum for sharing information, experience and expertise, and high-lighting especially effective activities found within the communities involved. The National Manpower Institute serves the consortium by providing technical assistance to the communities through field visits and the

written word, by facilitating access to technical and funding resources, and by arranging for the provision of additional expertise assistance (National Manpower Institute, 1978).

Another federally funded linkage organization which has been influential in the development of the industry-education council movement is the Nation Alliance of Business (NAB). The origins of this agency were spurred by the urban riots of the 1960's. NAB has cooperated with the federal government in helping solve social problems by establishing and administering various job development and placement programs for the disadvantaged (Walsh, 1977). Executives are "loaned" to and employed by the NAB to staff these programs on a short term basis.

NAB provides an impetus for local programs by providing seed money to form coalitions of local educational institutions (including post-secondary), chambers of commerce, and business. Through these coalitions, educators become familiar with local labor market opportunities and employer requirements. NAB's Career Guidance Institute works toward this goal by among other activities: improving awareness of educators and employers as to need coordinating school exit and job entrance requirement; improving career education programs through new models involving cooperative efforts of both business and education; and establishing cooperative interactions among education, business and community sectors (National Alliance of Business, 1976).

Community Based Linkages Not Funded at the National Level

A community based linkage organization that receives no direct federal operating funds is the National Association of Industry Education Councils (NAIEC), established in 1964. The association's beginning can be traced back to the 1940's when it was known as the Cooperative Programs and Projects Council. The purposes of NAIEC are: to provide a national organization for the promotion of increased cooperation among representatives of industry, business, government, education and labor; to pinpoint common interest areas and formulate programs and procedures meeting acceptable standards; and to interact with any groups concerned with education (NAIEC Newsletter, 1980).

NAIEC offers technical assistance on the establishment of Industry-Education Councils. These councils are independent advisory boards of educators and business people, whose goals are to mobilize community and business resources to develop education-work programs, and to improve the quality and relevance of school curriculums. To implement these goals, councils engage in the following activities: instruction and curriculum development through community resources workshops and in-service teacher training programs; career guidance through in-service counselor training, audio-visuals, and career guidance meetings to which local industries and agencies send representatives; a broad service function which may include consultation,

conferences and institutes, a speakers' bureau, a community resources directory, public information, and work-study and placement activities; an industry-education cooperative management training program, which could apply business management strategies to measure educational productivity and efficacy; and a management task force to investigate different aspects of business operations used in schools (National Association for Industry-Education Cooperation, 1977).

Federally Sponsored Linkages Funded by the Office of Education

Educational Opportunity Centers (EOC's), established by the Education Amendments of 1972, are funded by the Office of Education through grants and contracts to states. The purpose of EOC's are to provide educational information to economically disadvantaged students. Specifically, EOC's collect and disseminate information, provide career counseling, and help and encourage students to gain entry into higher education (Jacobson, 1979).

EOC's were established on the premise that the computer can be utilized as a supplement to individual counseling, although it cannot replace human interaction. Thus, when EOC's were first selected in 1974, emphasis was placed on each organization's computer capability. Grantees could either start computer programs or contract for the use of computer services. In addition to computer-assisted guidance, EOC's utilize outreach efforts and linkages with

social services agencies, to implement their goals.

In addition to the above described efforts of influential literature and organized activities, a variety of authorizing federal legislation has been enacted in order to promote the passage from education to work. A consideration of this legislation and its effect on linkages is reviewed in the following section. Detailed discussion of the role of linkages in career education and CETA will be included therein.

Problem Statement

It is obvious from this brief review of some nationally existing linkage models and the description of the problems and confusion that abound in the area, that linkage is inherently complex in nature. Attempts at empirical inquiry into this field, and the existence of empirically tested linkage models are few and slow in coming. Thus, the task of this project, to identify, describe, and evaluate existing linkage programs, was seen as an effort to fill in an existing gap. The information and the understandings that have emerged from the project will hopefully add some new knowledge and clarity to this field.

III. LEGISLATION AFFECTING THE TRANSITION FROM EDUCATION TO WORK

Early legislation

As earlier discussed, a gap exists between the education and work systems, presenting difficulties for people attempting to make the transition from school to work. Over the years, a variety of federal legislation has been enacted to eliminate this gap. Efforts directed at vocational education are the oldest and can be traced back to the Smith Hughes Act of 1917. The Employment Act of 1946, was milestone legislation which established a major national policy on employment, production and purchasing power, among others. This act was followed much later by the Area Redevelopment Act of 1961, which was enacted to establish programs reducing substantial unemployment or underemployment in economically disadvantaged locations. The first major act potentially affecting linkages was the Manpower Development and Training Act (MDTA), which was to assist workers whose jobs were endangered by automation. Initially aimed at specific skill building, the act was later amended to include guidance and counseling, evaluation and placement.

Based upon the experiences of the MDTA, yet broader in scope, the Economic Opportunity Act (EOA) was passed in 1964. The purpose of this act was to improve both the levels of affective and skill development necessary for the employment of both youth and adults. Toward this end, the EOA authorized a variety of programs such as the Youth Corps, the Community Action Program, and Head Start, among others.

Educational Legislation

The Vocational Education Act of 1964 was concerned with the relationship between vocational education and the labor market and was concerned with the needs of women, minorities, and disadvantaged populations. It specified that students either enrolled or planning to enroll in vocational guidance should have access to vocational guidance and counseling. This act was expanded through the passage of amendments in 1968, the main feature of which was the inclusion of services stimulating occupational choice and placement, with pre-vocational activity occuring from grades K through twelve and beyond.

The passage of the Elementary and Secondary Education Act in 1965 had important implications for linkage between education and work. Title III of this act authorized appropriations to help provide necessary educational services which would otherwise be insufficient. In addition, it authorized appropriations to help establish and develop exemplary school programs which could serve as models. These programs included vocational counseling and career exploration programs involving the community for all school grades and continuing adult education.

The Career Education Act is another piece of legislation which has affected the development of transition mechanisms between education and work. Originally passed in 1974, its purpose was to prepare all children, including the disadvantaged, for employment by the completion of secondary school and to help state and local educational agencies accomplish this goal through the following methods: developing information,

facilitating communication, assessing the status of career education, conducting demonstration projects, and training people involved in career education. The bill established the Office of Career Education within the U.S. Office of Education, which is responsible for surveying and assessing career education programs, projects, etc., reporting on them to Congress, and appropriating funds to state and local education systems for demonstration projects.

This act was amended in 1976 and became known as the Career Education and Career Development Act of the Education Amendments of 1976. This legislation includes proposals for plans for extending career education into the domains of community groups and employers.

The most recent change in this legislation came on December 13, 1977, when the Career Education Incentive Act was passed. Its purposes were: to place more emphasis upon the career development process; to aid state and local educational agencies, post-secondary education, and collaborative arrangements in further emphasizing career development; and to eliminate bias on the basis of sex and physical handicaps. Under this act, the state appropriates funds to match those allocated by the federal government and implements the program in such a manner as to incorporate career education into all components of education rather than confine it to the vocational education component.

The 1976 Education Amendments.

The Education Amendments of 1976, signed into law October 12, 1976, deal with the renewal or modification of the Higher Education Act and includes a few new programs. The original provisions of Title I, Higher Education, provided for college and university programs for community services and continuing education (Part A) and provided for the review of demonstration projects. Title I has implications for linkages by defining life-long learning to include, for example, job training programs, agricultural and labor education, basic education and to assist business and public agency use of research, among others (Section 132).

Title II, Vocational Education, is the second oldest continuous program with an active legislative history (Alvord, 1977). While the original 1963 act gave the states flexibility while retaining several categorical areas, the 1976 amendments increased this flexibility by incorporating most categorical programs into a broader state program authority. Main features of the amendments to Title II include the broadening and strengthening of state boards and advisory councils, the addition of local advisory councils composed of business, labor and the public, requirements for removing sex bias from vocational education programs, and requirements for state initiated five-year programs. Criteria are also included for coordinating CETA programs with programs operating under the

Vocational Education Act. Also authorized under this act is the National Occupational Information Coordinating Committee, which develops occupational information systems and assists with federal, state, and local coordination. Additionally, Title II authorized the commissioner of education to fund significant research, support a national research center for vocational education and implement training and development.

Title III of the 1976 Education Amendments concerns extensions and revisions of other education programs and authorities. Included under Title III is the Emergency School Act to aid school desegregation and the Maintenance of Effort Programs. This program allows the commissioner to gather and disseminate career education information. Provisions for guidance and counseling under this program include learning experiences dealing with business and industry for teachers and counselors as well as opportunities for business and industry people to function as counselors and advisors in schools.

Comprehensive Employment and Training Act

Perhaps the broadest legislation affecting the education-to-work transition enacted by Congress is the Comprehensive Employment and Training Act of 1973 and its amendments (CETA). Describing CETA as the "keystone" of the Employment and Training Administration, Kolberg (1976) has noted that it is based on "the proposition that decentralized and decategorized employment and training programs are the most effective methods

for meeting the nation's labor market needs" (p.2). To date, CETA has been used by one-third of American businesses, of which the majority are willing to use its services again in the future (DOL News, August 13, 1979). Most CETA users are businesses with over 500 employees. Because of its impact, this act shall be considered in depth.

The purpose of CETA is to provide job training and employment opportunities for economically disadvantaged, underemployed or unemployed people so that it leads to maximum employment opportunities. According to Hoyt (1978), the most notable changes from MDTA to CETA were twofold: 1) CETA provided multiple opportunities for interaction between education and the labor market; and 2) it established a system of CETA prime sponsors located in 450 major areas to administer CETA through local agencies.

Changes in CETA

Since its passage in 1973, CETA has undergone a variety of changes. The Skills Training Improvement Program (STIP) was authorized under CETA in 1977 to increase the level and improve the quality of skill training and employment opportunities. Specifically, the purpose of STIP is to provide skill training in high-demand occupations in the private sector using various settings. The participation of both prime sponsors and the private sector is needed in designing and implementing programs. In addition, collaboration is needed among CETA staff, employers, and other relevant organizations for recruitment purposes.

The 1978 CETA resulted in extensive reorganization and change. While Title I of the 1973 CETA authorized programs of comprehensive human resources development, Title I of the 1978 CETA covers general administrative provisions and definitions. Title II combines comprehensive employment and training activities previously under Title I with public service employment, provisions similar to those under the original Title II. It is designed to help the structurally unemployed, economically disadvantaged and to lead to unsubsidized employment, as well as providing occupational upgrading and retraining for public and private employees who are not necessarily disadvantaged but who have little opportunity for advancement. In addition to authorizing special programs for target populations having particular disadvantages, Title III of the 1978 CETA authorized programs of job search and relocation assistance for the unemployed and programs promoting coordination between prime sponsor and public assistance agencies. All youth programs, which shall be discussed later, were consolidated under the new Title IV, with the exception of the Young Adult Conservation Corps (YACC), which is now under a separate Title VIII.

Title V changed the name of the National Commission for Manpower Policy to the National Commission on Employment and Training Policy and reduced its membership from seventeen to fifteen. Title VI, the Public Service Employment Program, authorizes a countercyclical public services employment program linked to changes in the rate of national unemployment and

specifies funding, employment conditions, and administrative regulations for the program. The new Title VII has particularly important implications for linkages. It authorized a program known as the Private Sector Initiative Program (PSIP), which encourages businesses to be more involved in training and job opportunities under CETA and to increase job opportunities in business for the economically disadvantaged. The major emphasis of PSIP is its program of private industry councils (PICs) under local CETA prime sponsors, which act as focal points for collaborative activities among business, industry, labor and the CETA system.

In summary, the most important changes which have occurred in CETA include the following: 1) more emphasis on serving the economically disadvantaged; 2) more emphasis on increasing the income of participants and moving them to unsubsidized jobs; 3) coordination of CETA programs with other systems programs (e.g. education); 4) limits on wage supplementation and time limits on participants; 5) more effective management; and 6) streamlining of legislation through consolidation of acts and provisions (Institute for the Work-Education Consortium, 1978).

Inherent in CETA's functions is the need and importance of linkages. Kolberg (1976) has noted that in order to meet needs at a local level and to reduce unemployment, linkages are needed among all Employment Training Administration programs, especially the Employment Service, between CETA and State Employment Security Agencies, and among CETA, private sector employers, and

skill training programs.

Youth Programs

A major legislative act pertaining to the education-and-work needs of young people, the Youth Employment and Demonstration Projects Act (YEDPA), was passed August 5, 1977. Prior to the passage of this act, CETA efforts for youth were focused in two areas: 1) providing work experience under cooperative work experience arrangements for young people enrolled in secondary vocational education programs; and 2) providing summer employment, often including intensive counseling and career exploration (Hoyt, 1978). Amending CETA of 1973 through the addition of several new programs for young people, the purpose of YEDPA is to "employ and increase the future employability of young persons, to help coordinate and improve existing career development, employment and training programs, and to test different approaches in solving the employment problems of youth" (Federal Register, Sept. 16, 1977).

Under YEDPA, an important linkage mechanism, a youth council was established to consult with the planning council. According to the Federal Register (Sept. 16, 1977), the youth council will include "representatives of local education agencies, the local vocational advisory council, post-secondary education institutions, business, unions, the state employment security agency, local government agencies involved

with youth, local community and eligible applicants."

YEDPA authorizes four major programs for youth ages sixteen to nineteen inclusive with low-income youth being the primary priority. These four programs include the Young Adult Conservation Corps (YACC), the Youth Incentive Entitlement Pilot Projects (YIEPP), the Youth Community Conservation and Improvement Projects (YCCIP) and the Youth Employment and Training Programs (YETP).

The YACC is designed to provide unemployed young people with conservation job opportunities in public parks. Similar to the YACC is the YCCIP, which provides youth with employment in community improvement projects such as public facility improvements, neighborhood improvements, weatherization and basic repairs to low-income housing. Under this program, arrangements are made with the school system and the public employment service; training and work experience is coordinated with school-related programs, including arrangements for academic credit, thus entailing cooperation between education and business.

The YIEPP is designed to provide a wide range of locally designed employment and training services to youth and is adapted to local needs. YETP authorized youth employment in areas such as environmental improvement, education, health care, etc. In addition, it provides for training and services such as outreach, occupational information and counseling. An especially important feature of the YETP affecting linkages is its provision

for activities promoting education-to-work transition. It provides for vocational exploration in both public and private sectors and includes a community-based central intake and information services for youth. In regard to funding, YETP gives special consideration to community-based organizations that have demonstrated their effectiveness in delivering employment and training services.

In order to obtain funding for implementing programs under YETP, coordination must occur with local post-secondary institutions, community-based organizations, businesses, labor organizations, job training programs, other youth programs, the apprenticeship system and (with respect to referring potential youth participants to the program) the public employment service. Each eligible applicant sponsoring a YETP program must establish a youth council which is responsible for making recommendations to the planning council. The youth council is to be composed of representatives from the local educational agency, the local vocational education advisory council, post-secondary educational institutions, business, unions, public employment service, local government and non-government agencies involved with youth, the community being served, the prime sponsor and youth. In addition, the Secretary has the authority to fund experimental programs for youth unemployment problems which would involve coordinating the efforts of schools, business, union-related organizations,etc.

Since its original enactment, the youth programs have undergone several changes, most of which have been discussed

earlier. Other changes have occurred in YETP, which is now the largest part of the YEDPA legislation. It now includes the career employment experience program, providing work experience for disadvantaged young people aged 16 to 21 (Hoyt, 1978). The primary purpose of this program is career exploration providing specific vocational skills as well as transition services. Under YETP, transition services are available to all in-school young people and include career counseling, occupational and educational information, help in making the transition from education to work, career exploration in the private and public sectors, job placement, anti-discrimination efforts and other support services.

At the moment of the final writing of this report, a comprehensive youth education and work bill is before Congress. The bill would provide a new basic education skills program through grants-in-aid to schools, and a revision of CETA. It has been scheduled for hearings in the Senate (S2385), while a House subcommittee has approved its version (HR6711). With such extensive legislation pending, it appears obvious that the transition from education-to-work area is continuing to receive Congressional attention, which acknowledges the national consensus of need and focus in this area.

IV. REVIEW OF RESEARCH

REVIEW OF RESEARCH

Rapid growth has occurred in the number of linkage efforts in recent years. One might expect accompanying foreward movement in the empirical inquiry into the area, and perhaps the development and empirical testing of theoretical linkage models. However, such is not the case. While abundant material is available with which to examine education and work systems in their social, economic and cultural perspectives and in their historical development, not a great deal is available in regard to efforts to coordinate the two separate but interlocking systems. At this point, most of the studies which are available consist of anecdotal reports, surveys, case studies, and evaluations. The data base is essentially descriptive with little or no testing of hypotheses in a sophisticated fashion.

The present rather primitive state of research in this area seems to have been influenced by several factors. First, most of the studies are of quite recent origin, having been conducted within the past two or three years. Second, most studies in the field were initiated in response to the needs of government officials to have evaluations of existing programs regarding specific policy purposes. Consequently, research efforts have not been organized on the basis of any general principles or overall focus, and the literature produced therefore tends to be fragmented in its approach.

A third contributing factor is that most studies in the area have been conducted by contractors who have responded to governmental requests for proposals. The nature of their work requires that upon completion of their specific study they go on to other activities not necessarily related to linkage. This results in the existence of few professionals in the field who possess an accumulation of specialized knowledge and experience, the consequence of which is the absence of concentrated, in-depth research that would normally flow from experienced professionals, approaching an intellectual question in a systematic fashion.

Further influencing the research situation is the fact that once linkage studies are completed, they tend to be relatively inaccessible to other researchers because typically they are not published in professional journals or other mainstream sources. Due to their resulting fugitive nature, they often fail to reach the attention of those engaged in related research. Therefore, research efforts completed are often neither systematic nor based upon previous studies, and there emerges a research base which has little organization or continuity.

The present review attempts to locate and unify this existing knowledge, and to take first steps in formulating tentative conclusions based upon the studies which have been conducted thus far. The result will hopefully be the addition of organization and clarity to the field.

Although little research has been conducted on linkage issues, other approaches to examining education and work have been undertaken, and provide very useful ancillary information. Investigations of the components of education or work, with focus on variables such as dropouts, barriers to employment, and specific problems of any age or group have been conducted. Additionally, economists have examined the various aspects of the economy or labor market with methodological sophistication. Studies that focus on short-range efforts or follow a cohort in a longitudinal study have been completed. Examples of such studies are Years for Decision at Ohio State, or Youth in Transition at Michigan, in which massive amounts of data were collected. There are an impressive number of studies of this type, and they have been reviewed for the most part in Walthers (1976), and Barton & Fraser (1978). Unfortunately, however useful these reports are, they do not contain any hard data about linkage processes.

Such hard data would be found in evaluative studies of current programs. Since no experimental studies of this nature are presently available, one useful starting point for filling this gap might be to focus on information gathered from practioners at conferences where people are brought together to share their experiences in the field. Two excellent examples of this format would be the published work of Juris & Nathanson (1976) and that of Hoyt (1978). Juris &

Nathanson (1976) described a study conducted by Cassell in which Comprehensive Employment and Training Act (CETA) personnel participated in a workshop and discussed common problems which they had encountered in their own linkage programs. Concerns included the following barriers: "structure and legislation preclude coordination; rules and regulations across agencies are too complex, inconsistent and conflicting, leading to client dissatisfaction and problems with referral agencies, all of which are barriers to coordination; rules and regulations provide a lack of problem-solving authority; various regulations are not written for linkage and cooperation, but to hinder linkages and cooperation, especially at the local level; coordination is hampered by regulations, by interpretation of regulations, by rigidities in guidelines; and interpretations of federal regulations differ" (p. 21).

From his vantage point at the Office of Education, Hoyt (1978) sponsored a series of mini-conferences around the career education theme. Out of these workshops emerged the recommendation that local work-education councils be established to bring educators and prime sponsors together with the private sector in order to implement Youth Employment and Demonstration Projects Act (YEDPA) and to provide opportunities for students' career exploration.

Discussions during these seminars illustrated employees of CETA's and the Local Education Agency's (LEA) mutual lack of knowledge regarding each other's capabilities and limitations.

Regarding the implementation of YEDPA/LEA collaboration, educators expressed positive reactions to the availability of new funds for education, the possibility of non-traditional instruction, and the flexibility in CETA/LEA agreement. From these mini-conferences a series of conclusions emerged regarding the accomplishments of work-education councils. First, it was agreed that these councils provide a good forum for discussing issues and provide a means of communication among agencies. In addition, they potentially furnish educators and prime sponsors with the opportunity to work with other sectors of the community, as well as operating programs themselves at times. Specific recommendations for improving the impact of YEDPA included the following:

1. Set national agreement among educators and Department of Labor (DOL) personnel on the goals of education and CETA and the proper relationships between both sets of goals.
2. Help CETA prime sponsors learn more about career education, its goals for educational change and its potential for use in helping to implement better LEA/prime sponsor interaction.
3. Undertake a major effort to unite professionals from counseling and guidance and DOL to help young people solve career problems.
4. Collect on a nationwide basis successful LEA/prime examples.

One of the first evaluative studies in the area was done

by Ferrin & Arbeiter (1975). They conducted an indepth analysis of twenty-six education-work linkages throughout the country. The study focused on the barriers that inhibit the transition between education and work, and on the types of linkage mechanisms involved in this transition. Barriers which were found included fluctúating requirements, development and use of personnel, credentialing and licensing procedures, and control and authority. The authors concluded that implementation of linkage systems between education and work would be beneficial to both the individual and society, although domination of one sector over another would be detrimental.

An examination of case studies of some successful and unsuccessful linkage sites might be the next step in forming a knowledge base of the area. In this regard, several such evaluations have been carried out under federal sponsorship and include: a set of five case studies of education/CETA relationships at the local level (CETA, 1978); an evaluation of nine linkage demonstration projects sponsored by CETA/ State Employment Security Agency (SESA) (Lecht and Matland, 1979); and an examination of twelve education and work councils based on information drawn from on-site visits (Prager & Goldberg, 1980).

In the education/CETA study, YEDPA was found to have contributed to improved CETA communication with the schools in all five sites examined. Even in cases where relationships were already well established, linkages had been intensified.

In the small sample reviewed, several prime sponsors had made or at least initiated significant improvements in program quality, based on cooperation and coordination. Cooperativeness in previous relationships, size of the community, and degree of prior preparation all shaped the development of CETA/LEA programs. Barriers to effective linkages were also examined. It was found that lack of time for comprehensive planning and program development affected most sites, and implementation of efforts which departed from traditional policies was slow.

In the specific area of disadvantaged youth, these case studies suggest that existing in-school programs linking education and work sometimes screen out such youth. In addition, the findings indicate that a combination of program regulations, labor laws, and school regulations make it difficult to coordinate activities and to be able to accomplish placement of youth into work opportunities. Not surprisingly, most school and prime sponsor officials felt that more money was required to meet the needs of all deserving youth. Local education agencies felt that the twenty-two percent set aside for such purposes was insufficient and limited their ability to negotiate for funds, while prime sponsors wanted flexibility in the use of funds.

A series of nine case studies of prime sponsors and their involvement with private employers in CETA programs was conducted by Lecht & Matland (1979). The prime sponsors surveyed differed

in their size, location, community and enrollee characteristics, and economic environment. The main finding of the report was that the strategies used by prime sponsors significantly influence their success in involving employers.

The study revealed a "prototype" which characterizes those local CETA programs that are more successful in attracting employers. According to the authors, four factors need to be considered when describing this prototype: 1) active linkages with business organizations; 2) prime sponsor sensitivity to employers' needs; 3) innovations in job development; and 4) unemployment rate. Higher ratings on the first three factors resulted in greater number of placements and more access to employers. While the study revealed that low unemployment rate didn't necessarily result in a high level of participation of the private sector in local CETA programs, it also noted that a high level of unemployment was not a barrier to the involvement of private employers.

Lecht & Matland concluded that no one factor of the four dominated the more successful outcomes, although some influenced access to employers more than OJT placements. Additionally, the need for a reeducation of "redtape" and greater prime sponsor coordination with local economic development efforts were stressed by the authors.

The study also indicated important differences in the perceptions of CETA programs, held by participating employers versus those who were not taking part. Those employers concerned with excessive government interference and poor quality of CETA or service delivery staff were more often those who

had not participated. However, the most widely held apprehensions, concern with trainee quality and fear of unfavorable effects on the firm's internal workings, were held by both groups. The main reasons employers gave for participation were economic subsidies and labor shortages.

The operation of education and work councils, sponsored by the National Manpower Institute (NMI), has also been examined and detailed (Prager and Goldberg, 1980). Twelve education and work councils were studied during on-site visits, and described in regard to their role in the provision of local linkage services for young people. The overall conclusion drawn from this study was that every education and work council needs to be viewed within its own context and that each has made tangible accomplishments. While activities have been undertaken and some attitudinal change has occurred, it still remains unknown whether these activities have been effective in establishing institutionalized change or whether that still remains to be developed.

During the examination of the specific twelve-work education councils, several issues arose. First, it was suggested that councils need to invest more time, energy and resources into developing long range strategies regarding the transition of young people to work. This would be a considerable change from the existing patterns of short-term, low energy efforts. Additionally, it was recommended that each council place increased emphasis on implementing organizational change and

effective leadership. The membership needs to become more active in decision-making processes concerning policies and objectives, while the parent organization should maintain a collaborative orientation in order to exert a positive impact on the education-work council leadership. The issue of federal involvement in local collaborative efforts also arose. It was noted that while support at the national level had the potential to further education/work council efforts, some federal interventions were found to be confusing and controversial. In general, council members still need to develop a sense of cohesion and purpose and to implement methods of self-assessment.

One of the most useful descriptive studies in this field is of an international nature and done by Reubens (1977). She conducted a study of transition services in various countries, including Western Europe, Canada, Australia, the United States, and Japan, and focused on activities such as orientation and information, guidance and counseling, initial job placement including research methods and results, introduction to work, and follow-up. Considering international variations in linkage services, Reubens' perspective is that linkages must be viewed within the overall framework of the national system of human services. She sees these linkages as being especially important in view of their impact on individual and societal well-being. All of the nations studied recognized the advantages of allocating resources for the development of linkages. Variety in outcomes

of these investments from country to country was noted. Variety was also discovered in the relative roles of education and the world of work, and Reubens' found in all countries studied that neither system could strengthen the linkage process by itself. She concluded that national provisions must be made in regard to policy, with administration and program focus concentrated at the local level. However, effort is also needed for planning, training staff, and experimenting with various types of programs in order for transition efforts to be successful.

Two studies have examined linkage projects for adult populations (Beder and Darkenwald, 1979; and Jacobson, 1979). Beder and Darkenwald investigated adult vocational settings, the relationship of these institutions with one another, and their linkages with business and industry, CETA and organized labor. They concluded that each institution has a role to play within a total delivery system and that when disputes arise regarding overlapping functions, state agencies should take the lead in clarifying goals and functions without inhibiting healthy competition. Cooperation should occur at the state level, where incentives should originate for encouraging coordination at the local level between education and business.

The Adult Career Advocates Project (Jacobson, 1979) surveyed centers providing career and educational guidance to adults. Based on an inventory of existing centers and examination of their programs and administration, the study developed an adult advocacy curriculum and organized a National

Coalition of Adult Advocate Networks. A technical assistance conference was also held for adult advocacy service providers. Of the issues facing adult advocacy centers, program maintenance and survival appeared to be the most significant. Maintaining an adequate level of funding was a consistent concern, as was the matter of dissemination of information about center services to target populations. Additionally, it was found that most staffs were typically preoccupied with operational activities and unable to devote a sufficient amount of time to build in an evaluation component. The Jacobson study suggests that more energy be focused upon the training and preparation of center counselors in career information and career counseling techniques. The need for such training results partially from the lack of communication between career counselors and planners at federal, state and local levels.

When looking back over this brief review of research in the linkage field, the reaffirmation that so little has been done in such an important area is quite compelling. Completed studies are basically descriptive in nature, and thus "first level research", and even these studies are limited in number. Rather than lamenting the situation, a more productive activity would be to attempt to answer the question, "In which directions shall we go to build an appropriate research base?"

Clearly more information of a descriptive nature is needed before significant questions can be answered. Information in the form of anecdotal reports, case studies, and surveys need

to be continued. In particular it would be helpful to have additional intensive case studies to supply in-depth knowledge of how sites operate. We also need more surveys which will tap at a broad scale the problems linkages face, and provide us with a more general overview of the operations of a large number and different variety of programs of linkage mechanisms. Additionally, encouragement needs to be given to ongoing programs for the building in of their own evaluation components. Stating this need for more descriptive studies does not preclude experimental research. Rather, it is believed that this type of work is needed before we can even begin to generate appropriate hypotheses.

In looking over available material in the field, one finds considerable information on participants' perceptions of barriers to successful linkages; such perceptions have been collaborated by evaluations of existing programs. Not much emphasis has been placed, however, on ways of overcoming these barriers. It would also appear that a number of components are important in carrying out linkage programs: e.g. structure, staff, status of board members, support services, etc. However, we do not know which specific components are the most effective or how to mix such components for greatest efficacy.. Perhaps when we get a better conceptual map of linkage variables, we can begin to build hypotheses, and to manipulate variables in such a manner that will help us answer significant questions which will advance knowledge in the field. The present study is a modest effort at detailing case studies and getting descriptive

information from survey research.

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V. RESULTS

A total of 343 linkage organizations received the questionnaire. One hundred thirty two sites, 38.5 percent of the sample, returned the questionnaire. Sites whose responses indicated they did not meet the operational definition of a linkage organization (as defined in the previous section) were dropped from the sample. From the total, nineteen responses were excluded, because they did not describe a site at the local level. The remaining 113 sites constitute the present sample.

For each item included on the questionnaire, respondents were given the option of indicating that the information requested was not applicable to the operations of their organization. On each of the tables in this section, sites which indicate the inapplicability of an item are included in a category labelled "NA".

Some respondents did not complete all of the items on the questionnaire, and did not indicate that these items were inapplicable. If, at the outset, a site was identified as providing direct services, coordinating services or both types of services (see Table I) then items which did not pertain to the respondents type of organization were considered inapplicable. Failure to respond to an item pertaining to the respondent's type of service provided, was treated as a non-response. An organization's failure to answer an item, without marking the item "NA" is indicated in each of the tables under the category, "NR".

Linkage personnel were questioned as to whether they offered direct services, coordinating services, a combination of direct and coordinating services or another type of service. The provision of coordinating services is found more frequently than the provision of direct services. As an aside, one site reported the provision of services other than direct or coordinating services.[1] The breakdown of services provided by our sample of linkages, is shown in Table I :

Table I

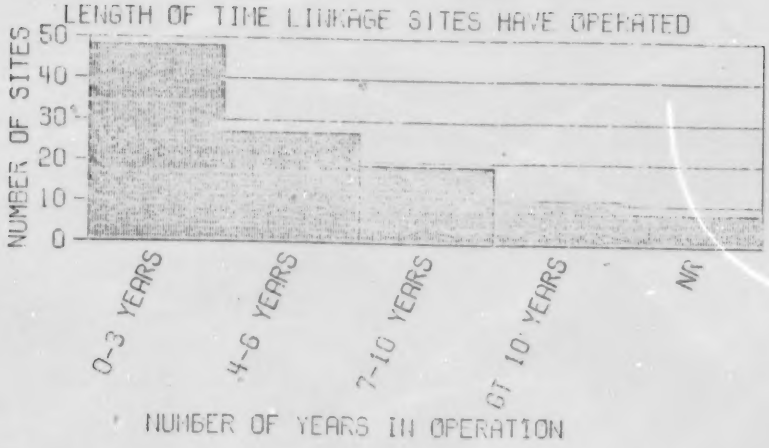
Type of service provided by linkage organizations

Type of Services	Number of Sites	% of Total
Provides direct services to clients	6	5.3
Coordination collaborative programs	52	46.0
Performs both types of service	48	42.5
Does other	1	.9
No response	6	5.3

[1] The single site which reported performing services other than coordination or direct service, is engaged in assessing the needs of its target population for vocational education resource materials and producing these materials, in collaboration with a number of area businesses, education, and community organizations.

The length of time that sites have been in existence, is shown in Figure 1 :

FIGURE 1



As evidenced in Figure 1, most of the linkage organizations in the present sample (46%) have been in existence three years or less. A few sites in the sample have operated longer than three years, and are comprised primarily of sites offering services directly to clients or sites offering both direct and coordinating services. In order to explain the large proportion of recently formed sites in the sample, possible reasons were drawn both from the current literature on site development and from information provided by site personnel.

First, the recent origins of sites may reflect the recent interest in the transition field. Although the concept of organizations designed to facilitate school-to-work transition

has been discussed and operationalized by business and education leaders for a number of years, only recently has the idea been strongly endorsed and supported by federal government. Therefore, the newness of many sites may be a function of the waves of federal funding for establishing programs seen in the mid-seventies.

A second possible contribution factor to the large proportion of recently developed sites is that the life cycle of sites is frequently short. Although an analysis of sites which failed to survive was not the focus of this study, the project staff is aware that already some sites in the original sample have terminated. Major possibilities for the failure of these sites reflect the critical issues which may determine the success or failure of a site early in its existence.

One possible reason for the premature termination of linkage organizations involves the duplication of services offered by agencies in a particular area. Most of the site directors interviewed mentioned that one of the issues they were required to address in justifying their site's existence to funding agencies was the uniqueness of the site's services in the community. A few site directors expressed concern over a duplication of efforts by the linkage site with other agencies in the community.

A second widely-cited reason for the premature termination of a linkage site is the poor initial choice of advisory

board representatives. Problems in organizing the site and development by withholding the input and resources of the groups represented by the absent members. Problems in acquiring support from influential groups and local government for the site's activities may arise if the advisory board is composed entirely of low status members. A number of sites which currently enjoy strong community support and participation report that a critical factor in their success was the selection of at least one advisory board member who was a highly visible, influential person in the community. This person was able to elicit support of resource-holding groups for the emerging work of the site. Without such visibility, board members may be unable to finance their efforts or enlist community involvement to carry out their programs.

Poor initial selection of paid staff members has also presented problems for some developing linkage sites. As will be discussed later in the section concerning site personnel, the qualifications, training and experience required for successful performance by staff members had not yet been established when many of the present sites were initiated in the mid-seventies. Consequently, some staff members were selected who did not possess the necessary credentials and the site deteriorated due to inadequate provision of services or administrative confusion.

A site may experience a lack of interest in participation from the various community sectors having the resources needed for the organization of successful collaborative programs. Also the community-at-large may become disinterested in the linkage organizations efforts causing these efforts to fail due to lack of community support. Funding of the site may be discontinued after the initial funding period, and if no alternative source of funds are located, the site may cease operations.

Finally, the site may be affected by changes in the community's political scene. A linkage organization may be formed with the encouragement and support of the political party in office at that particular point in time. If the site fails to establish a broad base of support by local government, a change in political power may result in a lack of support for linkage efforts by the incoming administration and the rapid collapse of the site.

One group of sites which may be of particular interest, are those which have been in operation longer than 10 years. Ten year-old sites in the present sample began their operations in the middle to late 1960's. In their beginning, these organizations were typically established by members of the school system working with the Chamber of Commerce or other business-oriented groups. Funding was predominantly local, coming from the site's creator organization, local business groups and contributions from individual sources or local

grants. In some states, matching funds were available through the state department of education. Many of these sites began to receive federal funding in the mid-1970's, when resources became generally available.

Another group of sites was developed during the late 1960's through the impetus of national organizations such as the National Alliance of Business, and the Human Resources Development Institute. These groups are organized nationally, as well as at the regional and local levels.

Most 10-year sites, as might be imagined, receive the highest level of funding (over $500,000). Although the bulk of this money comes from the federal government, most of these sites are capable of maintaining several smaller funding sources at the state and local levels, plus contributions from various private foundation sources, due to the experience in acquiring funds they have gained over the years.

Ten year sites tend to be heavily involved in the provision of both direct and coordinating services. Nearly all of these sites provide services to a sizable number of clients (500-1200 clients annually). The direct services provided by these sites generally include employment counseling, job skills training and job placement of clients belonging to special populations.

Regarding the delivery of coordinating services, the 10-year sites tend to be involved principally in two areas : 1) dissemination of job market information to educators and

leaders in business/industry; and 2) education and development of staff working in other agencies within the community.

Linkage organizations were asked to describe the sources of funding for the 132 respondents is shown in Table 2.

Table 2

Sources of Funding for Linkages

Number of organizations responding to each category

Type of Funding	Number of Sites	% of Total
Federal	41	36.3
State	3	2.7
Local	2	1.8
Private	5	4.4
Federal and State	13	11.5
State and Local	5	4.4
Federal and Local	12	10.6
Other or a combination of Federal, State and Local	30	26.5
No response	2	1.8

The results in Table 2 indicate that the majority of linkages studied receive all or part of their funding from the federal government.

The prevalence of federal funding among the linkage sites in this sample was an expected finding, since the present study is intended to examine programs which have

utilized federal funding. Therefore, sites in this sample were chosen to reflect the prevalence of federal support. However, a more important point which arises from the analysis of funding sources is that a number of additional funding sources exist at the state and local levels. Funds for matching or supplementing federal grants are available from local business and civic groups, private contributors and local government, as well as from the state department of education or manpower in some states, state and local levels, in addition to federal sources.

A question that remains to be answered is whether linkage organizations which currently operate solely with federal funding will be able to operate successfully through the next decade without cultivating alternative funding sources. Possibly, the sites which will continue in future years will be those sites which are able to supplement or replace federal funds with funds other state, local and private sources.

The amount of annual funding received by linkage organizations is illustrated in Figure 2.

FIGURE 2

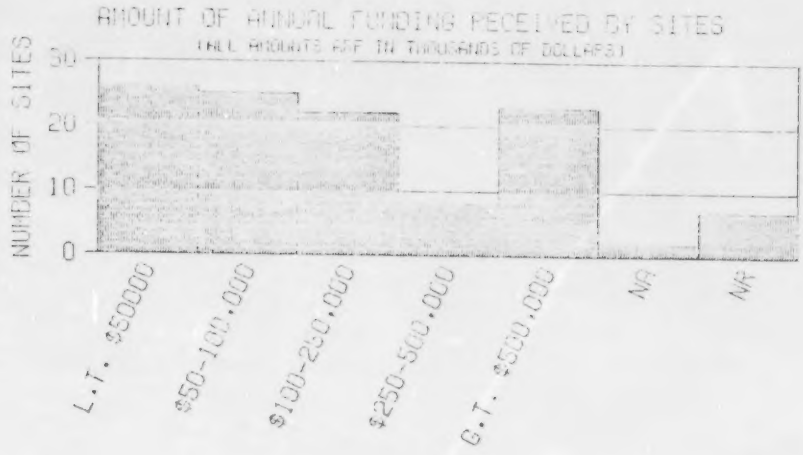


Figure 2 indicates that, with the exception of the catagory " $250-500,000," sites in the present sample were evenly distributed across catagories for levels of funding. A signiricant proportion of the sites currently receive annual funding of more than 500,000 dollars. The pattern of funding levels for sites may be understood more thoroughly by examining the relationship between the amount of funds received by a site and the length of time the site has operated. The results of this crosstabulation are provided in Table 3:

Table 3

Crosstabulation of length of time linkages have operated, by amount of funding

Percentage of sites responding in each column

AMOUNT OF FUNDS RECEIVED (N=104)

Length of Time in operation	Less than $50,000	50-100,000	100-250,000	250-500,000	More than 500,000
	%	%	%	%	%
0 - 3	61.0	76.0	50.0	37.5	.0
4 - 6	26.9	8.0	27.3	12.5	30.4
7 - 10	7.7	16.0	13.6	25.0	39.1
Longer than 10 years	3.8	.0	9.1	25.0	30.4
	100.0% (n=26)	100.0% (n=25)	100.0% (n=22)	100.0% (n=8)	100.0% (n=23)

Total NR 9 (8.1%)

The information in Table 3 reveals that the funding of a linkage organization increases as its length of time in operation increases. Well over half of the sites receiving less than 100,000 dollars have been in existence three years or less. However, sites receiving more than 100,000 dollars, tend to have been in existence longer than seven years. The strength of relationship, as measured by Kendall's Tau Statistic, also achieves statistical significance (Tau= .42, $p < .01$)

Size and Sex Distribution of Staff

Linkage organizations were asked to provide information as to the number and sex of staff members working with their programs. Responses to these questions are provided in Table 4.

Table 4

Mean staff size of linkage organizations, by total number of staff, number of males and number of females.

Number of responses: 101

	Mean	S.D.	Range Min.	Max.
Mean size of total staff	7.9	12.2	1	70
Mean number of males	3.1	5.9	1	34
Mean number of females	4.4	6.5	1	36

Overall, linkage organizations tend to maintain small staffs to perform administrative and service functions. The typical staff numbers eight persons or less, regardless of funding levels or length of existence.

The distribution of male and female staff employed by direct service sites is generally well-balanced. One interesting point noted in the findings was that more linkage organizations were identified which employed only women on their staffs than organizations which employed only men. This finding reflects the existence of recently-formed programs which almost exclusively serve disadvantaged and underemployed women, as well as women seeking non-traditional employment.

Distribution of Staff by Academic Degree:

Table 5 indicates numbers of staff employed by linkage

organizations, by the type of academic degrees they hold. Staff members tend to be equally distributed among non-degree holders, baccalaureates and master's degree recipients. Among the few which employ larger staffs, only a few masters-level are employed, as compared to the number of pre-bachelor and bachelor-level staff.

Table 5

Average numbers of staff members, varying by level of education, employed by sites

Level of Education	Mean number employed by all sites	STD. DEV.	Range Min.	Max.
Pre-baccalaureate	3.6	6.1	0	30
Baccalaureate	3.2	5.2	0	25
Masters	1.8	2.3	0	13
Doctorate	.4	.7	0	3

Total Responses:93

Only a few sites employ any staff members at the doctorate level. Those sites having doctoral level staff members seldom employ more than 2 such persons. Doctoral staff were usually found to occupy directorships and similiar administrative positions within the organizations. Almost no staff members in positions other than this type were beyond masters degree level, and in many sites, non-administrative staff tended to hold baccalaureate degrees.

Possibily, few staff members are doctoral recipients because of the prohibitive cost of employing these persons. Doctorate level people are more often associated with academic institutions. Also, the services performed by direct service organizations may simply not require the training of persons at the doctorate level. Additionally, in this young field, no educational patterns have been set. As one site wrote at the bottom of this item "we do not hire staff by degrees, but by experience and ability".

Distribution of staff members by position:

When numbers working at various staff positions were surveyed, the largest number of sites listed employing administrators and clerical personnel over all other types of staff members. Approximately the same total of sites employ similiar numbers of job trainers, job developers and employment counselors. Very few sites employ members who devote their time exclusively to psychological counseling of clients. Possibly, this finding reflects the trend of agencies involved in transition services to maintain a differentiation between career guidance services and mental health services.

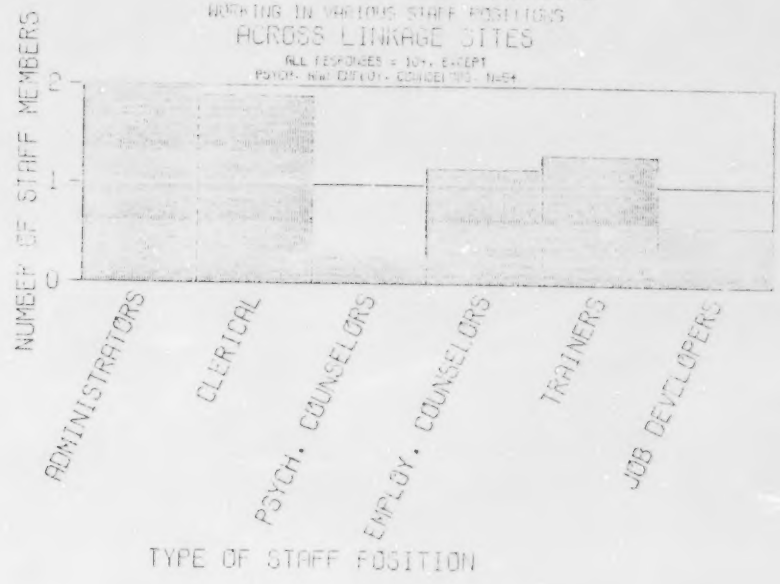
The data in Figure 3 indicates that a large number of direct-service sites do not employ any staff members who devote the majority of their time to counseling, training or placement. Since these agencies do provide many or all of these services, the conclusion must be drawn that administrators

serve a dual role in many linkage organizations. Although no clearly defined provision was set forth in the questionnaire for describing staff members serving more than one function in the agency, the possibility exists that administrators are performing counseling, training, job development or any combination of these tasks, in addition to administrative duties.

FIGURE 3

MEAN NUMBER OF STAFF MEMBERS
WORKING IN VARIOUS STAFF POSITIONS
ACROSS LINKAGE SITES

ALL RESPONSES = 10+, EXCEPT
PSYCH. AND EMPLOY. COUNSELORS: N=5+



[1]In the category, "other staff: the position included research and planning personnel, generalist, youth program manager, program coordinator, program planner, recruiter, counselor aide, writer, communicator, editor, program evaluator, accountant, printing specialist, student assistant and general support staff.

[2]Number of respondents is lower for the positions of psychological counselor and employment counselor, since these were positions related to the provision of direct services.

One additional point of interest was drawn from a breakdown of staff into positions by sex. Within the positions (trainers, developers, counselors, staff in the "other" category), the distribution of males and females is well balanced. However, more men than women tend to fill administrative positions, while women far outnumber men in clerical positions.

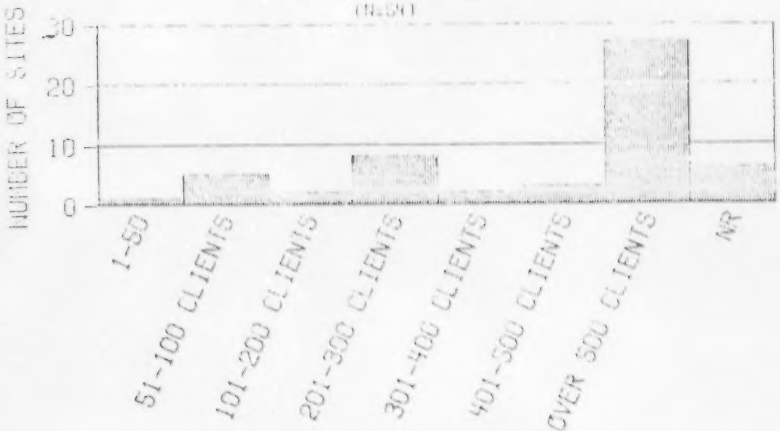
Client Population:
Annual size of population by sex:

Linkages providing services directly to clients were asked to describe their client population, in terms of total number, sex distribution and the number receiving various types of services. Breakdown of client loads by total number appears in Figure 4:

FIGURE 4

NUMBER OF CLIENTS ANNUALLY SERVED BY DIRECT-SERVICE SITES

(N=60)



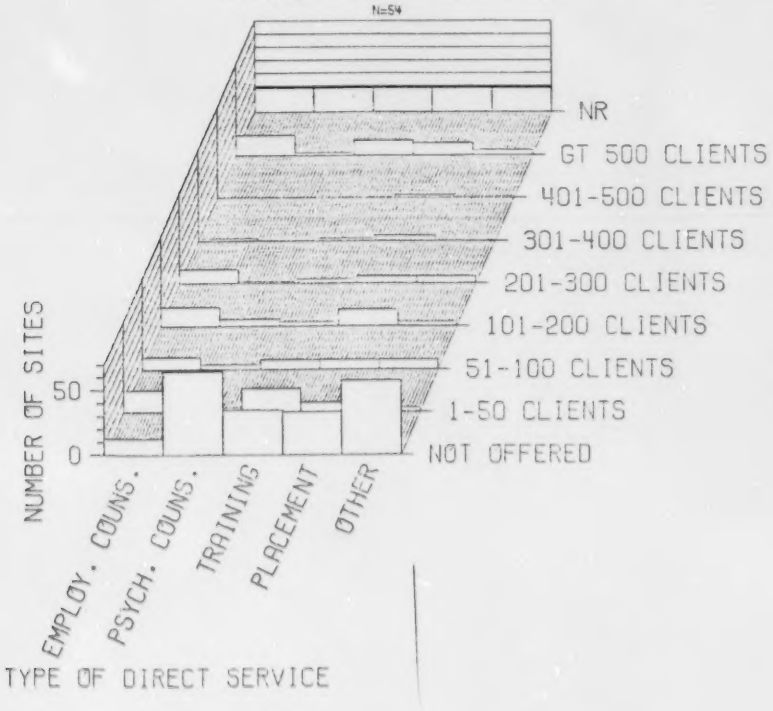
An examination of Figure 4 indicates that 50 percent of the direct service agencies sampled provide services to over 500 clients. Data not included in the chart indicates that the number of males and female clients is about equally balanced. Three agencies described themselves as seeing no male clients. These agencies are so described because their client population is exclusively female.

However, the balance is not as apparent when observing the age distribution of clients. Clients receiving direct services tend to be skewed toward the younger end of the age spectrum. There is concentration of services provided to clients aged 15-20. A sharp dropoff is observed in the number of clients 50 years of age and older. Generally, the number of clients who participate in direct service programs decreases as the age of the clients increases.

Figure 5 shows the number of clients who annually receive each of the various services provided by direct-service producing linkage organizations.

FIGURE 5

NUMBER OF CLIENTS ANNUALLY RECEIVING VARIOUS DIRECT SERVICES



Among the various direct services offered by sites, employment counseling is the one utilized by the largest number of clients annually. Many sites described employment counseling as a valuable component of a comprehensive transition program as well as a service which could be delivered to a large number of clients in a short period of time by a small staff. Job placement and job skills training were two services performed by linkage personnel, with client utilization frequencies similar to those found for employment counseling. Consistent with earlier findings, psychological counseling was described as the service used by the fewest number of clients.

Generally, a trend appears for direct services linkage organizations to offer services which are relatively short-term in duration, yet which reach a sizeable number of persons annually. Both employment counseling and job placement are services which can be administered in a brief time period per client. Therefore, a small counseling and placement staff is able to impact upon many clients. Although job skills training is a service which usually requires more time to perform than counseling or placement, such training may be offered to groups of clients, through classes or workshops. In this way, training may be offered to a number of persons at the same time.

The relationship between staff size of a linkage providing direct services and the total size of the client population being served was crosstabulated to determine the magnitude

of the relationship. As described previously a trend has been noted for linkages to retain small staffs, generally of 9 or fewer persons. However, a direct relationship exists between the number of staff members of a site and the number of clients served annually. For example, all responding linkages which retained a staff of more than ten persons, reported serving over 200 clients and with only two exceptions, each of these sites served over 500 clients. No sites serving less than 200 clients retained a staff larger than 10 persons. The overall strength of the relationship between staff size and size of total client population was analysed, using the Kendall Tau/Statistic. Tau was significant beyond the .05 level. (Tau=.19, p .05).

The length of time that direct service linkages had been in operation was compared with the number of clients seen by the agency. These results are summarized in Table 6.

Table 6

Crosstabulation of relationship between length of time linkages have operated, by total number of clients seen annually

(N=49)

Percentage of sites in each column responding in each cell

Total number of annual clients	0 - 3 yrs. in operation	4 - 6 yrs. in operation	7 - 10 yrs. in operation	More than 10 yrs. in operation
1 - 50	4.8			
51 - 100	23.8			
101 - 200	4.8	8.3		
201 - 300	19.0	8.3		33.3
301 - 400	9.5			
400 - 500	9.5	8.3		
More than 500	28.6	75.0	100.0	66.6
	100.0% (n=21)	100.0% (n=12)	100.0% (n= 7)	100.0% (n= 9)

Total NR=9 (8.1%)

The information in Table 6 suggests that, as a direct service linkage becomes established over the years the number of clients seen tends to increase. Furthermore, the strength of this relationship achieves statistical significance (Tau= .31 $p < .01$).

A possible reason for the relationship between size of client population and age of site is that as the organization makes contacts, and implements programming over an extended time, its work tends to become known in the community. Patronage tends to increase with familiarity.

The relationship between the number of clients served by linkages and the amount of funds received by these organizations was also studied. Generally, little relationship was found between client load and the amount of funding of a linkage (Tau= .09, $p > .05$). In each funding category defined in Table 2 sites serve a varying number of client populations. However, the exception to this finding is that nearly all linkages in the highest finding category consistantly serve over 500 clients annually.

A direct relationship was found between the amount of funding received by a linkage agency and the number of distinct direct services offered. Sites receiving less than 250,000 dollars, tend to report offering the fewest services, while sites receiving more than 250,000 dollars tend to offer 5 to 6 distinct services. This relationship was statistically statistically significant (Tau= .35 $p < .01$).

Although there appears to be a trend for many linkage organizations to expand their services with increased funding, the trend is not universal. Many other sites maintain a single service or a small number of services, regardless of budget size. A question which was not addressed in this study remains to be considered. That question is whether sites which begin operation with a single service tend to use subsequent funding increases to expand the scope of that service, or to increase the number of distinct services offered.

As discussed earlier, particular services, such as employment counseling and job placement, are short-term services which can be used to reach a large number of clients valuable direction in entering the work world. Other services, such as training, require more money and time to perform, although large numbers of clients may be reached. Therefore, a hypothesis might be that direct service sites which use their initial funding to provide one or two short-term services are those same sites which increase their number of services with additional funding. However, sites that invest initial funding in longer-term services may use additional monies to expand the scope of those services rather than add new services.

Coordinating Services

Nature of Contacts with Community Agencies:

Organizations who reported involvement in coordination were asked to list the number and type of organizations with which contact was made. Also, sites were asked the frequency with which contacts were made during an average month. The results of these items are summarized in Table 7 and in Figure 6.

Table 7

Number of different types of organization with whom linkages have contact

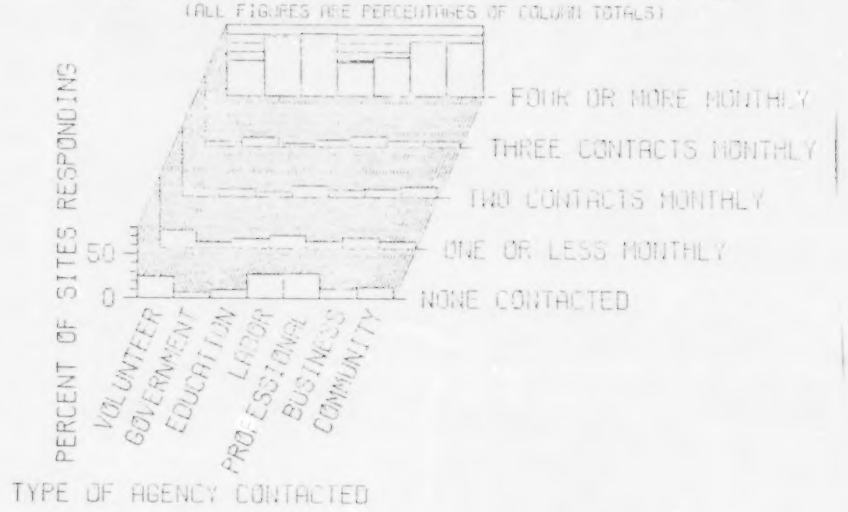
Percentage of agencies responding in each column (N=100)

Type of Community Organization

No. of Organizations contacted	Vol. %	Govern. %	Educ. %	Labor %	Prof. %	Bus. %	Comm. %
0	30.6	6.7	13.1	35.5	40.3	10.2	13.6
1 - 10	59.7	63.3	50.8	46.8	29.0	25.4	42.4
11 - 25	1.6	15.0	18.0	12.9	17.7	11.9	15.3
26 - 40	3.2	10.0	8.2	4.8	6.5	20.3	11.9
41 - 55	1.6	3.3	3.3		3.2	5.1	6.8
56 - 70			3.3			1.7	1.7
71 - 85						5.1	3.4
More than 85	3.2	1.7	3.3		3.2	20.3	5.1
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

FIGURE 6

AVERAGE NUMBER OF CONTACTS PER MONTH
SITES MAKE WITH VARIOUS COMMUNITY AGENCIES
(ALL FIGURES ARE PERCENTAGES OF COLUMN TOTALS)

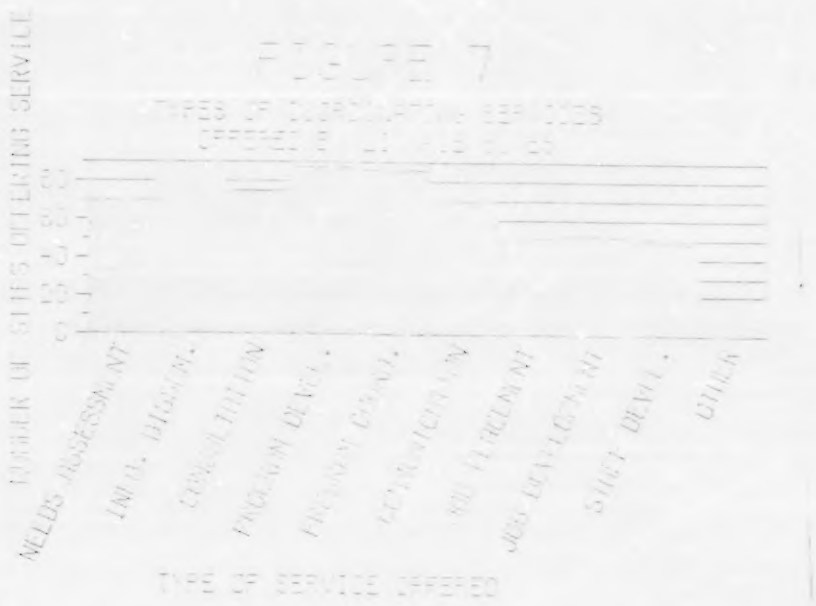


From Table 7, one may observe that most sites limit their contacts to a range of 1-10 agencies, although a few sites make contact with a much larger number of agencies. Further, the information displayed in Figure 6 reveals that generally these agencies are contacted by linkages more than 4 times per month. For this study a model of the typical linkage is a site which contacts a limited number of agencies in the community. However, such contact is noted to be made frequently.

The greatest proportion of agencies contacted by sites are from the sectors of government, education and business. Agencies representing the labor and volunteer sector compose the smallest proportion contacted by linkages. Also, agencies representing government, education, business and community groups receive the greatest number of contacts monthly from linkage organizations.

Type of Coordinating Services Offered:

Figure 7 shows that the three coordinating services offered by the largest number of sites are information dissemination, program development and program coordination. Information dissemination includes activities which convey explanations of available occupations and alternatives for acquiring needed training. Program development involves the acquiring needed training. Program development involves the acquisition of human and natural resources from appropriate sectors in forming a new program tailored to meet recognized training and guidance needs. Through program coordination, the linkage assists the agency effectively by use of its individual resources, and contributes to a comprehensive transition program by efficient internal operations.



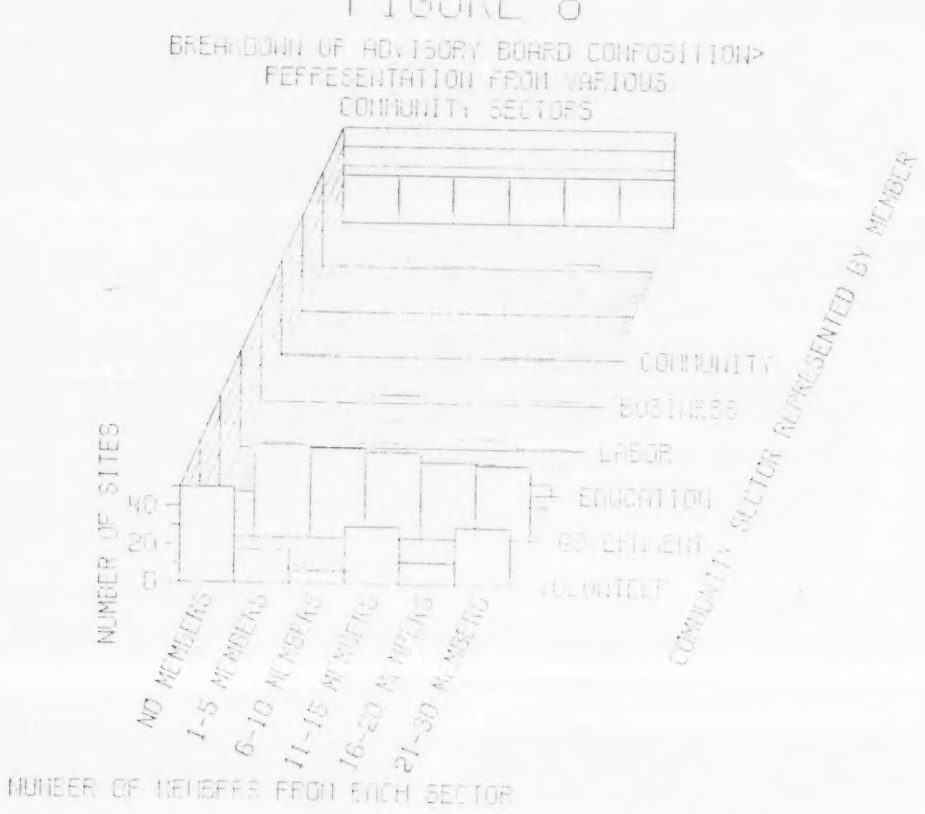
The relationship between the amount of funding received and the number of distinct coordinating services offered was examined. No significant relationship was discovered between funding level and number of services offered. Sites in each of the five categories of funding level offered from one to as many as six distinct types of coordinating services. Possibly, as in the case of direct-service programs, sites involved in coordination which begin operation offering only one or a few services tend to use increased funding to expand the breadth of existing services and offer existing services to a larger agency population. Conversely, other sites may use increased funding to expand the range of coordinating services offered. The question to be addressed is if there is a tendency to expand certain types of services with the acquisition of increased funding, while other types of services remain as they are with funds used in the addition

of new service ?

Advisory boards/Board of Directors:

Linkages were asked to describe the composition of their advisory boards or board directors. Sites were asked to list the number of board members in each of a number of categories representing the various community sectors. Representation of advisory boards is summarized in Figure 8. It should be pointed out that thirty-one percent, or 25 sites, either did not respond to the advisory board/board of director question, or marked the question "not applicable".

FIGURE 8



For linkages which maintain small governing committees (less than 15 members), each of the various agencies are approximately equally represented. As governing boards increase in size, however, the number of education and business representatives tends to increase to predominance. Mean size of governing boards is 23 members.

Volunteer and professional agencies characterize a departure from these tendencies. Forty-four point two percent of the responding linkages report no representatives from volunteer groups serving on their governing committees. Likewise, 33.6% linkages report no representation from the professional community.

Studied together, the data in Table 7, and Figure 7 and 8 reveals some consistent trends in the relationship of volunteer, labor and professional agencies with linkages. The number of volunteer agencies with which linkages maintain a working contact is comparable to the number of contacts formed with other agencies. However, the frequency of linkage contacts with volunteer agencies is among the lowest of the various agencies. Also, volunteer agencies tend to be infrequently represented on linkage organization advisory committees/board of directors.

Labor organizations appear to be represented on linkage program boards at a frequency comparable to representation by other community agencies. However, organized labor tends to comprise the lowest number of groups who are participating in programs, and tends to receive the fewest number of monthly

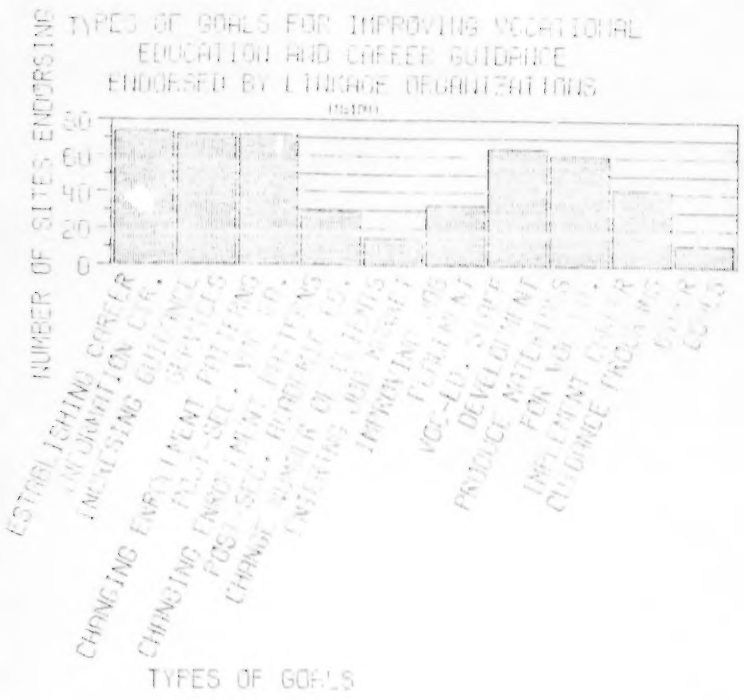
contacts from the site. This finding suggests that, although labor organizations have significant input at the planning and administrative levels of the linkage process, their input in the actual process of transition is more limited.

Goals for Education and Work:

Linkage organizations were questioned about the number and types of goals toward which their services were oriented. Sites were asked to list goals related to improving conditions and quality of the educational system and to improving the quality of the work world, in terms of the relationship of work to education. Concerning the improvement of education, the goal most frequently reported by linkages, was the establishment of a centralized career informtion center. Such a center was generally conceptualized as a funded entity in which a trained staff maintained a comprehensive and current library of career opportunities, requirements and alternatives for relevant training. Such an information center would be located to promote the greatest access for all students and interested persons in the area.

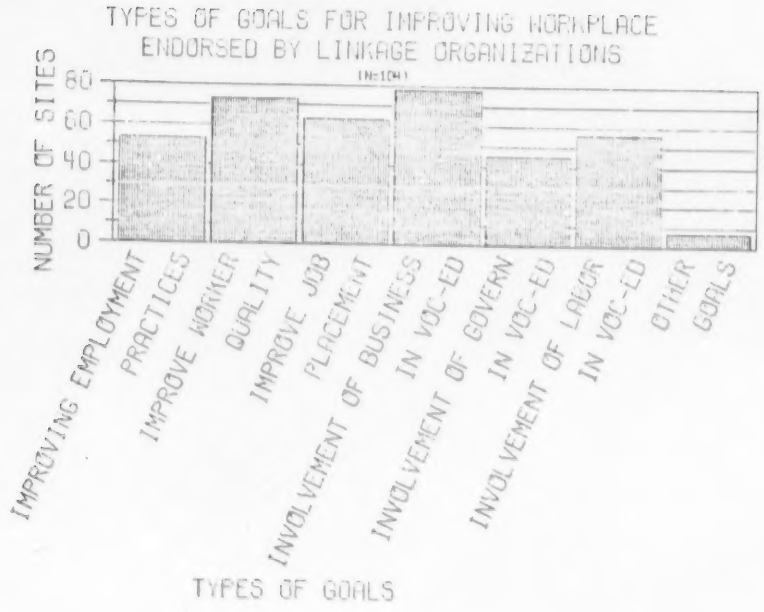
Tied for second most frequently reported were the goals of increasing guidance services and changing the enrollment pattern of students into post-secondary vocational education. The frequency with which these goals were endorsed is illustrated in Figure 9.

FIGURE 9



The goal for the improvement of the work scene which was most frequently cited by linkages was the increased involvement of business in community vocational education efforts. A second goal which was also cited frequently was improvement of the quality of workers entering the occupational scene. The realization of this goal generally appears to involve workers' increased understanding of their chosen occupations and their greater preparedness to assume those occupations. Figure 10 indicates the frequency with which goals for improving the work world were endorsed.

FIGURE 10



The relationship between the amount of funding received by a linkage and the number of goals the organization espoused for education and work was examined. The goals for education listed on the questionnaire, which were checked as being a goal of the responding agency, were totaled to yield the number of educational goals espoused by that site. The same procedure was followed for the seven goals for work listed on the questionnaire.

No relationship was found between amount of annual and number of goals espoused by a site. Two explanations might account for the lack of an observed relationship. First is the explanation that as linkages acquire higher

levels of funding, additional monies are used to create additional or extended services in order to further existing goals. A second explanation is that additional funding is deployed to improve activities indirectly related to transition services, such as staff acquistions and salaries, staff development and promotion of the linkage organization in the community.

VI. CASE STUDIES

DEEP SOUTH CITY

SMALL NEW ENGLAND CITY

SMALL TOWN MIDWEST

NORTH CENTRAL SUBURB

UPPER EAST COAST CITY

MID-SOUTHERN CITY

WEST COAST CITY

INDUSTRIAL CITY

NORTH-CENTRAL INNER CITY

CORNBELT CITY

RURAL NEW ENGLAND

MASON-DIXON CITY

Deep South City

This linkage organization is a non-profit agency which offers services to youth between the ages of 8 and 21 years. When originally chartered in 1974, the purpose of the site was to provide an alternative treatment program to unemployed juvenile offenders in the city and surrounding county. However, since 1976, the program has been expanded to offer services to economically disadvantaged non-offenders, within the same age range. Presently, about half of the youth in the program are non-offenders.

The agency is funded by the Department of Labor, through Title III of CETA. Additional funding is also provided by the county Juvenile Welfare Board. Annual funding continues to exceed 300,000 dollars.

The program offers clients a systematic sequence of counseling, training and placement. Enrollees in the program complete an intake interview, in which the enrollee's eligibility is determined and the necessary forms are completed. When enrollee's eligibility has been established, the client is referred to an orientation and assessment workshop. In these three-day workshops, which begin each Monday, clients are assessed through psychological testing, as well as through individual and group interviews with staff counselors. The assessment is aimed at discovering the intellectual, physical, social and emotional strengths and weaknesses of the client.

The staff believes that personal contact with each client personalizes their working relationship and allows for a more knowledgeable analysis of the psychometric data.

The results of the orientation/assessment workshop allow the staff to develop a comprehensive employability plan for each client. Based on the assessment they receive, clients may be assigned to an intensive career exploration program or to a vocational awareness workshop.

The intensive career exploration unit is designed for clients whose assessment results indicate a need for strong motivational and exploratory career experiences due to behavioral difficulties or educational deficiencies. A comprehensive plan is developed for this group, involving intensive individual and group counseling, an education development program and structured career exploratory activities.

Clients whose assessments indicate strong initial motivation, high level of academic skills, and a readiness to become involved in developing employment plans are channelled into the Vocation Awareness Workshop. Initially, participants are administered the General Aptitude Test Battery (GATB). In the course of the workshop, the client is exposed to work sampling and work evaluation techniques, job seeking skills training, interpersonal relationship training, techniques in peer and self evaluation, and additional development and refinement of the career plan, based on results of the GATB and previous assessment results.

The workshop, which is two weeks in length, culminates in the development of a long range career goal for each client, and the identification of the enabling objectives which will facilitate progress towards that goal.

For graduates of the Vocational Awareness Workshop, who have little or no work experience, the agency training program allows them to develop marketable job skills and employment retention skills. The work experiences are completely subsidized and placement must be within a governmental non-profit agency. Participants are paid the federal minimum wage and may work 20-40 hours per week. The work site agrees to provide supervision and training for the participant, according to a pre-agreed job description.

In addition to the projects that are part of the regular procedure of the agency, two additional programs are offered. One of these projects trains volunteers from the community to be paired with disadvantaged children. Similar in nature to the "Big Brother-Big Sisters" programs in many areas, the project selects as target children ex-offenders or children who may potentially become offenders. The role of the volunteer is to be a companion to the child, accompanying him or her in both recreational activities and school-related functions. A volunteer is required to spend a minimum of four hours per week with the child for six months. In addition, a staff member is assigned to monitor the progress of the volunteer-child relationship, through individual and group meetings with the

pair.

A second project, offered through LEAA, is aimed at increasing the employability of 13 to 17 year-old offenders on probation from a previous felony offense. The project offers individual, group and family counseling, vocational assessment and training, job placement, and remedial academic education leading to the high school diploma or GED certificate.

The agency was established in 1974 through the efforts of the county juvenile welfare board. The program was established in response to a rapidly increasing crime rate among youth, aged 16 to 21 years. A review of records maintained by area and county police departments revealed that juvenile arrest rates in the county were well above the mean number of arrests in the state and the United States. Further, police records indicated that over half of the juveniles between 16 and 21 years who were arrested could be classified as unemployed, underemployed or disadvantaged. The organization received funding from the Department of Labor as a model program from 1974 through 1976 and continues to receive Department of Labor as well as a mix of other funding.

Board members guide policy decisions and assist the staff in planning and evaluating activities. The education, business, government and criminal justice sectors are represented on the board.

In the course of the site's operation, some problems have arisen which have elicited the concern of the staff. This is

compounded by the fact that many of those who did come to the agency had serious criminal records and/or minimal reading and writing skills. Therefore, the employability of these youths was unusually limited. This lack of clients and the borderline literacy of many who participated forced the cancellation of some early projects, such as a bicycle repair training program. Also,to accomodate the additional needs of some youth, an unforseen increase in the time duration of services offered them was required. Since client service time is limited by the number of staff members, the agency was not able to handle as many clients as it had proposed in the original grant for CETA funds.

However, despite these difficulties in dealing with the special needs of certain clients, the agency has maintained a consistently respectable rate of successful client contacts. Over 70 percent of the clients served annually by the agency successfully complete the counseling and training program. The majority of those clients placed into unsubsidized employment by the agency are able to successfully retain their jobs and performance by the agency's clients has gradually increased the business community's confidence in the site's ability to prepare juvenile offenders to competently enter the work world and has decreased to some degree the resistance of employers to hiring members of this population.

Small New England City

The site operates in a small city located near the coast of a middle New England state. The agency functions toward the realization of four principal transition services for young people.

1) To assess the needs for change in structure of education, training and employment, and disseminate recommendations for instituting changes.

2) To assist small school systems in the area with provision of career education to students and to enhance the effectiveness of career education within the city.

3) To develop a statewide network of communities interested in sharing information and resources to enhance the productiveness of local education-work linkage organizations.

4) To create a network for disseminating career education information in the community groups in career education programs.

Since its inception, the organization has expanded its goals and activities to include the area of career education. The organization has received support along with widespread publicity for development and implementation of projects aimed at increasing community participation with the schools in updating the career education curriculum. Therefore, the council is funded to undertake programming which will improve both education-to-work transition and the quality of career education in the community and the surrounding area.

The site was organized in the Spring of 1975 by community leaders in business, industry and education. For the first year

of operation, the council functioned under the auspices of the Chamber of Commerce. This body furnished the support and services of a part-time director. Funding received from the State Department of Education enabled the hiring of a full-time director in mid-1976.

The agency's first year of operation was devoted to sponsoring collaborative projects of business and education and developing policy related to the provision of career education. As these objectives evolved into the present objectives outlined above, council members developed a set of by-laws through 1977. The organization was incorporated in mid-1977 and established its formal independence from the Chamber of Commerce. An executive board was created, consisting of a president, four vice-presidents who chair the standing committees (planning and evaluation projects, communication and development) and a secretary-treasurer. The executive director was retained to establish an active working relationship between the executive board and staff. Also, since the council had expanded their formal and informal relationship in the area, the current name of the Council was adopted to reflect their expansion of contacts. Currently, the organization maintains an annual budget of 100,000 - 250,000 dollars.

The site has been engaged in a number of activities in the area of education-to-work transition and in career education. Major activities include studies of career education and subsequent employment patterns in the target area, the development of policy recommendations aimed at improving transition and

employment and the coordination of programs offered through a highly organized collaboration of employers and educators.

Since 1975, the site has been working with a nearby university to acquire information regarding the occupational needs in the area labor market, as well as information concerning transition patterns of area needs and hiring practices of employees. On going results from these surveys provide education and labor market information which is used to develop policy recommendations for the improvement of career education and training.

Through a grant from the U.S. Department of Labor and the State Department of Education, the Council sponsored a two-year study of local education, training and employment trends. The study was comprised of four components or sub-studies. A statistical analysis was conducted of past, current and future trends in the area. Interviews were conducted with a number of employers concerning their criteria for hiring young people. The career development of current high school graduates was traced and analysed. Finally, a detailed study was undertaken of the education and employment histories of students graduating from the area's high schools in 1969.

The results of this comprehensive study revealed that the local labor market is on the verge of a widespread and unprecedented change. The long range demand for labor is expected to shift from manufacturing to service occupations, although a short-range demand for workers in manufacturing occupations will exist to replace workers nearing retirement. At the same time,

employers generally stated that incoming workers lacked the expertise to perform currently available jobs, and lacked an understanding of the work world, which characterized the workers they were to replace. These opinions of employers tended to be supported by graduates themselves.

The site coordinates a community-wide program, known as the Field Experience Education Project. The project was developed in response to the council's proposal that each high school student in the target area should have the opportunity to engage in some form of field experience prior to their graduation. The project is aimed at helping schools develop field experience education programs in their curriculum, to solicit the resources and participation of employers in the area, and to facilitate sustained communication between the two groups. The project offers technical assistance to school personnel for program planning, and for utilizing teachers and counselors in the schools, with prior experience in field experience planning.

In addition to the field experience education project, the site maintains a clearinghouse for community resources. The clearinghouse serves as a central location for collecting and disseminating an inventory of community employers with resources to contribute to the field experience project. The clearinghouse also disseminates updated information concerning available transition services.

The agency is currently involved in a variety of other activities. These activities include the development of summer

internships in the business community for teachers, sponsorship of meetings between community groups and state agencies involved with transition programs, parent-teacher workshops, and conferences of local leaders in business, industry, labor, education and government who are willing to contribute their skills.

The site has been successful in helping students gain exposure to a wide range of occupations, via the Field Experience Project. Employers have reported that new workers are more knowledgeable about the occupations for which they train and apply. Students who have participated in the Project appear to be performing at a higher level of quality than other workers in the community. Also, worker turnover has been reduced in many occupations. The success of the Field Experience and Clearinghouse projects has served to improve the credibility of career education programs in the public schools. The active participation of school system personnel as consultants and trainers in the two projects appears to facilitate acceptance of the agency's work by the school and reduce the threat of outside intrusion.

The organization's efforts in establishing communication channels among the schools, the community at-large and state education and training agencies, has promoted a state-wide visibility for career education and local education-work initiatives. The site's relationships with state education agencies and continuing sponsorship of information meetings, has established it as a legitimate source of ideas and competent programming.

Small Town Midwest

This industry-education council, located in the central states region, is one of the most recently created linkage organizations surveyed in the present sample. It is not affiliated with national organizations. The purpose of the council has been formally stated as that of helping the school district which was chiefly responsible for its origin, to develop a career and job placement system, responsive to changes in local industry. The agency aspires to accomplish this goal through two principal activities: 1) acting as a catalyst to motivate the organization of resources in the community; 2) acting as a coordinating body to help local schools and business groups to maximize their career education resources.

The program formed in the last months of 1978, was based on an idea which originated with high school staff. For some time school personel had felt a need for a more effective means of linking the processes involved in business and industry, with classroom learning in the schools. The school conducted an evaluation of its students' levels of preparedness for seeking employment. Also employers were surveyed regarding their manpower needs and their perceptions of the quality of new workers seeking employment with them.

As a result of their inquiry, school personnel determined that each year, 55-60 percent of high school graduates in the country attempted to enter the job market after graduation.

The evaluation revealed a number of issues regarding the characteristics and training of these graduates, which include: 1) an existing need in the community to upgrade the level of students' employability skills for entry-level jobs; 2) students lack of awareness of career opportunities within the city and county which resulted in the loss of high quality youth to other communities; 3) student inability to understand the relationship of their high school coursework to any function of the work world; 4) lack of assistance to students in understanding the role of business in the American economic system.

The school proposed that the business community become more involved in the school's curriculum. It was thought that through the participation of business, the school's curriculum could become more responsive to changes in the needs of this sector. The school made contacts with individual employers and business groups, along with representatives of city government, in order to disseminate its findings and solicit participation in the proposed council. Both of these sectors were generally receptive to the idea and purpose of a local industry-education linkage, and the first meeting of the council took place in early 1979, with representatives of the school district, business and industrial firms and city manpower administration in attendance.

During the initial meetings, council members discussed specific objectives regarding the career competency of graduating students, plus some possible council activities

that might address such objectives. The objectives included:

1) equipping students with an interrelated set of vocational skills.

2) facilitating student awareness of personal interests, values, abilities and limitations, and the ways in which these characteristics will relate to their employment goals.

3) teaching students specific job-seeking strategies.

4) teaching students good work habits, positive work attitudes and job survival skills.

5) helping students make decisions regarding post-secondary training, which will promote their career goals.

Since formulating these objectives, the council has become involved in the coordination of two major projects. One of these projects offers students in the area a computer-based occupational information system, based on local and regional employment and training trends. The second project works to place students in jobs with local employers, based on the employer's needs and the student's specific qualifications, training and interests.

The council coordinates an occupational information project, offered through four high schools in the county. The purpose of this project is to provide students with up-to-date information on a broad spectrum of occupations, with emphasis on job availabilities in the local area. Information

regarding occupations include a description of the occupation and related fields, education and training requirements for entry, general interests and values of workers in the field, salary and benefit trends, information regarding application for jobs and acquiring relevant training. In the four high schools served by the project, students are able to call up desired information from a central data bank, by means of a CRT terminal. Descriptions are available for 850 primary occupations and over 2000 related sub-fields. The information retrieval program is designed to allow the student to survey occupations of potential interest using a variety of organization strategies. Occupations may be explored which match the user's personality characteristics, work values, or specific abilities; or occupations may be retrieved to match any of a variety of job characteristics.

Over 3000 job openings obtained from employers throughout a six-county area are currently listed. These jobs range from professional white-collar occupations to factory-level positions. In addition to regional and local occupational descriptions and job availability information, the data bank also contains information on two and four year colleges, post-secondary vocational-technical training, graduate schools and sources of financial aid.

For each of the four high schools served by the project, the council is organizing industry-business advisory committees.

These committees will work with personnel in their school, to evaluate and update their curriculum to reflect the current requirements and opportunities of the job market. Through its direct input to school and students, the committees will be able to help students understand the usefulness of their academic activities and classes in performing future work-related duties.

The project is funded by a CETA Title III grant as a Youth Education and Training Project (YETP). Current funding is less than 50,000 dollars. Four CETA staff members assist the council and the county Job Service in maintaining and updating the system. The project is intended to complement Job Service's counseling and placement efforts. This is accomplished by motivating students to explore the occupational world, based on an increased awareness of their own, work-related values and characteristics.

The second major project undertaken by the site is highly interrelated with the first project, and involves the counseling and placement of qualified students into full or part-time employment with local firms. The project is offered through the city high school. Applicants, if graduates or out-of-school youth, may apply to the project for placement in full-time employment; if in school, for part-time and summer employment. The applicant completes a demographic form which requests information regarding type of employment desired, previous work experience, areas of school training

and a list of personal references. Each applicant is interviewed by a counselor to determine the student's interests and special skills. A list of available applicants' names, along with their desired employment, references and qualifications is maintained and distributed to employers participating in the project. Employers select prospective applicants from the listing and contact the project staff to arrange an interview with the applicant.

The placement service provides a central clearinghouse for organizing and matching available applicants with available employment opportunities at the local level. Again, the project operates as a complement to the county Job Service, and collaborates with it in referring and placing young people, and acquiring employers willing to use the placement service.

In the future, the council intends to expand the scope of occupations and training sources access in the information retrieval system as the need arises and funding becomes available. Also, because of the success of the project in the four pilot schools, the agency intends to use CETA monies recently received to expand the project to serve additional high schools in the county. For each school receiving the expanded system, the council hopes to form industry-business advisory councils to serve each school.

North Central Suburb

This linkage site is located in a medium-sized city close to a major industrial city in the north-central United States. The agency works toward the realization of three goals for improving transition services for youth and adults:

1. Development and coordination of programs to facilitate school-to-work transition of youth.
2. Coordination of diverse community resources to maintain and improve career education for youth and adults.
3. Provision of assistance to community groups in evaluating vocational and career education programs.

As is suggested by these goal statements, the organization's services are directed to assisting community groups from business, education, and government, in direct-service projects, planning, and implementation. Activities to date may be classified into the general areas of: 1) assessment of employability needs of youth; 2) information-gathering and dissemination; and 3) project coordination.

The council has been actively involved in assessing the employability needs of young people in the city-county area. Since its inception, the program has conducted research to determine the deficiencies which exist in local career education and guidance. In one such project, over 100 employers were surveyed to determine the characteristics desirable in incoming employees, along with the current quality of youth entering the job market. The council attempts to infuse its findings concerning

employability deficiencies into the local school system curriculum. One of the most successful means of achieving infusion has been a council-sponsored joint committee on career education and career guidance. The committee is composed of council members, parents, youth, educators, employers and representatives from labor and government. Together, this body considers recent employability findings, along with information shared from members' particular areas to formulate proposed curriculum modifications and additions for facilitating vocational development.

The agency has been conducting a project designed to bring into public awareness both the needfor a comprehensive detailed career development program, and an expanded perception of the range of activities necessary in such a program. Information pertaining to the philosophy for career education programs and current needs to be addressed by these programs are disseminated through the local media, the schools and community groups. Also, the council has been instrumental in assembling and distributing information regarding available resources in the community for career education. Among the products distributed by the program are a community resources guide for project planners, and a teacher's community resources manual. Also, a workshop series is underway in which groups representing various community sectors exchange speakers in order to broaden their total perspective of the diverse needs of career education throughout the community.

The council played an important role in implementing a state occupational information system in the county through the establishment of a consortium for the state occupational information system. The computer based system has been accessed in 12 sites throughout the county, including four public schools. The system maintains updated information regarding employment training and work-experience opportunities nationally, regionally, and at the local level. The system is available to teachers, counselors, in-school youth and all others seeking work experience or employment opportunities. To finance the project, the council was able to secure grants from the county manpower office, the local CETA office and the public schools.

In the area of program facilitation, the site is working with the public schools to provide opportunity for students to learn through community service activities. The project is intended to: reduce possible teachers' and students' feelings of detachment from the community; help students increase their self-awareness; and aid students in developing a sense of social responsibility. Students and teachers participate in the project on a volunteer basis without academic credit for students. Participants are involved in research, advocacy and direct service projects, which are a direct outgrowth of their classroom work. One of the roles played by the council in maintaining the project is that of organizing those community resources

which may make available a diverse offering of experiential opportunities.

The council is collaborating with the public schools and the local Junior Achievement organization to offer a program providing eight and ninth grade students a broad yet in-depth exposure to the business community. Currently operating in eleven schools, the project arranges for speakers representing a number of business-related occupations to address students. Speakers discuss the nature of their occupations, qualifications and interests recommended for entry, and the local and national availability of jobs in the occupations. The project serves a particular group of students for thirteen weeks of their academic year.

Currently, the program is coordinating an automobile dealer apprenticeship project. The goal of the dealer apprenticeship project, conducted through the county dealer's association, is to establish standards for certifying automobile mechanics. Students attend theory and practice classes at a local college and acquire field experience through on-the-job training with participating dealerships.

Finally, the council is working with the city reading program to decrease the rate of illiteracy throughout the community. The council works with reading programs personnel to identify and recruit functionally illiterate persons over 16 years of age. The council has recruited a large proportion of its referrals from industries and unions willing to cooperate

with the program.

The council was organized in 1974, through the combined efforts of the Chamber of Commerce and the public schools. For the first two and one half years of its existence council members attempted to establish their role in the transition process through assessing the goals of education and business and the needs which could be addressed by the council's activities. During this period, the council served generally as a forum for employer-educator communication, with limited visibility to the general public. In 1977, the council was incorporated and the first executive director was appointed through the school system.

The initial membership of the council during its early development was chiefly composed of secondary education and business-industry representatives. When the agency began, the area was plagued by a low rate of unemployment. Initially restricted to a Chamber of Commerce sponsored organization, as the council's goals and activities were communicated to other groups as a function of a series of forums, agency representation expanded to include post-secondary education, labor and local government. Also, as the council established itself as an organization independent of the schools and the Chamber of Commerce, activities were expanded to include the planning and implementation of its own projects. A committee structure was established to enable the council to direct attention to various needs for transition services of a variety of target groups in the county.

Although the council is an independent organization, close working ties are maintained with the schools and the Chamber of Commerce. The two groups still furnish the agency's leadership; the school system provides the executive director, and the chamber provides the president. However, the mayor has become actively interested in the program's work, ensuring that his administration is represented among the membership. Further, city government provides the site with material support such as office space, and direct support for many of its current projects. The council also receives funding from a number of private local sources, as well as federal funds received as being part of a national network of programs sponsored by a national organization. The agency's annual budget approaches 250,000 dollars.

Since its incorporation in 1977, the council has achieved recognition at the local, state and national level for its successes in improving transition. The program has developed productive working relationships with industry, labor and education, and has acquired the committment of successive city administration. At the state, and more recently the national level, the council has been cited as a model linkage agency which has developed multiple linkages among diverse community sectors, instituted a smooth channel of communication with city government, and maintained a quality program. The agency has acquired the reputation of being an action-oriented group that is able to command and effectively utilize resources.

Upper East Coast City

The site is located in a long-established university community in one of the middle New England states.

The major thrust of the organization is to communicate information to secondary school teachers, counselors and administrators, concerning career opportunities for women in technology and science. In addition, the council endeavors to foster teacher and counselor support of female students in their preparation for technical and scientific careers. The agency coordinates the collaborative efforts of a network of over 90 organizations from all sectors, in offering guidance to young women considering careers in technology. In addition, the council offers six-week summer internships for counselors and teachers to work with local industries and scientific laboratories. These interns interview workers in various occupations to determine the specific tasks that are entailed in their jobs, and receive a stipend for their work. The council receives funding from the State Department of Education, and from a major private university which provides a variety of support resources in addition to funds. A paid staff of six persons, including two administrators and one development skills teacher is maintained. Also, in the agency's employment are two persons who plan and execute programming and act as liasons between the schools and local industry.

The concept of the agency began as an idea of the current director, who in 1973 was working with the engineering

center of the university now actively involved in the council. With a background in social work, the director has combined her expertise in the social and the technological sciences to organize a number of conferences and workshops for school personnel on the status of women in scientific careers. In 1975, she organized teams of interested persons to assess the needs of area educators for staff development and training in the area of technological career opportunities for young women. From the assessment which evolved, a proposal was created and submitted to the State Department of Education, requesting funding for a staff development program. The proposal was accepted and the program which developed has served as the base upon which the current council was formed.

Since the earliest stages of development, the agency has received the support of the university and the local public school system. The council maintains a strong supportive tie with the university, receiving both funds and facilities through the educational research department. Furthermore, the public school superintendent has been highly supportive in the council's efforts. He encourages the cooperation of teachers and counselors in the system, in using the products generated by the combined efforts of the council and participating businesses and industries. School system staff are strongly encouraged to participate in the staff development workshops offered through the council.

For the previous fiscal year, approximately 250 teachers, counselors and administrators participated in field trips to scientific/technological industries, summer internships and lectures. In addition to the summer internships described above, the site organizes lectures by women employees of scientific and technological occupations. The council also coordinates lectures on science and engineering. In one particular project, a group of 15 high school science teachers and guidance counselors tested actual products developed for technological career education with their students to assess effectiveness.

Administratively, the agency operates under the auspice of the university's division of research, and the council's office space is located in space provided by that division. The council operates on a center model, with a direct and formal organizational structure. In addition, a group of persons, representing a broad base of the community and forming an informal advisory board, has regular input into the council's programming and policy-making activities.

The agency operates with an annual budget between 50,000 and 100,000 dollars. The chief source of funding is the State Department of Education, while the public schools provide additional support. Also, the university foundation provides some funding, in addition to providing space and other material resources.

The primary problem which confronts this site is lack of adequate funding for future programming. The agency's chief current source of funds has been a three year contract with the State Department of Education. The agency is in the final year of the funding period and continued funding has not yet been acquired. Therefore, the site may be forced to terminate its operations in the future for lack of funds.

Mid - Southern City

This site serves a medium-sized, industrial city, located in the mid-Southern region of the United States.

The organization's goal is to seek methods of overcoming barriers between education and work which currently confront some local youth, through facilitating collaboration, communication and cooperation among youth service agencies and employees in the community. During the year 1978, over 160 youths participated in the sites' programs. Distribution between male and female clients was almost equal.

In the area of coordination, the site maintains regular contact with agencies in the volunteer, government, labor, and business sectors of the community. The council maintains a paid staff of seven persons which is comprised of three administrators, two clerical staff members, an employment counselor and one research assistant.

The council provides direct services to youth and coordinating services to other agencies involved in improving the education-to-work transition for youth in its target area. Directly, the site offers services in the area of employment counseling, job placement and job referral. These programs include:

1) The Job Information, Counseling and Referral Center
   The Center serves any young person ages 16-21, in the county. Services include the provision of job information and referral services, and training in job opportunities for youth.

2) Speakers Bureau

The Bureau maintains a group of speakers, comprised of leaders from business, industry, education, government and youth service agencies, who volunteer their time to the bureau. Speakers are available to local organizations at no cost.

3) Resource Bank of Volunteers

This project provides assistance to local youth service agencies. On an individual basis, adult volunteers help young persons in preparing and applying for jobs.

4) Workshops

The organization conducts a series of workshops to area employers, teachers, counselors and other interested groups. The workshops are designed to introduce: 1) business leaders to work experience and career education programs; and 2) education personnel to employer expectations and occupational requirements.

Included among its coordinating services, the site provides community needs assessment, agency program development, consultation, information dissemination and a series of group discussions intended to maintain effective interagency communication. In addition, the organization has incorporated a research component into its operation. Research projects include studies of manpower needs in the area, adequacy of existing wage and labor laws, and unemployment patterns in the community. The site has

published a number of reports based on results from these projects.

Overall, the unemployment rate in this mid-southern community is one of the lowest in the United States. Yet, many community leaders recognized that a number of sub-populations of the city, most notably inner city youth, were experiencing very high rates of unemployment and underemployment. The first effort at establishing collaboration toward smoothing the education to work transition of these groups was undertaken by the area, Employment and Training Program, a local industry, the city-county school system and the state university.

The group conducted surveys and needs assessments in the community to determine what types of services would best benefit the youth of the area. With this information, the organizations approached representatives of a national education-work organization for help in formulating developmental strategies. When need for an education-work council was established, a grant proposal was written to that organization.

The steering committee during this period was comprised of the mayor, the president of the state university and his counterpart at a private college, the plant manager of a large local industry, the business manager of the city, a labor council, the director of the area, Employment and Training Program, the superintendent of schools, the president of the Chamber of Commerce, and a mid-level administrator of the State University.

The involvement of the mayor as an active participant was a highly important aspect in the successful organization of the council. His influence led to the acceptance of youth unemployment and the need for collaborative remediation on important issues. Well-known, influential community leaders, in acknowledging these issues, could then lend both their efforts to the site's work.

However, concern was voiced that if the establishment of the organization was directly linked to the mayor's influence the site might begin to be viewed as his project. This issue was addressed by enlisting the involvement of other community political leaders. Also, when the city administration changed soon thereafter, the new mayor's staff was advised on the council's activities and asked for help in appointing members and making special decisions.

Once the organization was underway, two tasks to be completed were the development of priorities and the formulations of programs which would address the problems previously identified by the committee. A project committee was appointed, which recommended five activities to expand work and service opportunities for youth. These were: 1) evaluation of an existing career education program, carried out in the public schools; 2) an inventory of existing work experience opportunities for youth; 3) a summary of state and federal youth employment laws; 4) workshops for employers receiving work experience programs; and 5) the creation of a youth jobs program.

Currently, the site receives funding from the federal

government, an intermediate organization funded by the U.S. Department of Labor with which the site is associated and the area Employment and Training Program. Also, the site periodically receives local support in terms of grants and contributions of funds, as well as the use of facilities and equipment. The annual budget for the council ranges between 50,000 and 100,000 dollars.

One problem which confronts council members consistently is the variation in degrees of commitment which leaders in different community sectors are able to provide. Many of those who are interested in the council are from education or social services, and are able to devote time to council activities. However, many interested persons from business and industry do not have sufficient time for the organization, since the reallocation of their day may mean decreased production and decreased income. Therefore, representation on decisions affecting the entire community is weighted toward the educational systems with inadequate input of business.

A second, related problem pertains to the diversity of the business community. No single voice has been established for the community; rather, many independent voices are heard. Obtaining consensus among representatives of these groups on the council generally is a difficult task, requiring a great deal of time to accomplish. Furthermore, disagreements among community groups regarding sensitive issues must be handled with diplomacy to avoid factioning of the groups or the loss of particular groups altogether.

The third major problem facing the council has been community recognition. Although site activities have been promoted to the general public through the local print and electronic media, council members feel that more promotion should be directed to specific organizations and groups. Focus could be placed upon reaching the persons who make community decisions and who might be willing to donate their time and experience to the organization.

West Coast City

This site is based in a medium sized community located near a major city on the nation's west coast. The purpose of the agency is to strive for the development of collaborative efforts between business-persons and educators, towards improvement of career development resources for youth from pre-school through college graduate level. Among the council's principal objectives are:

1) Identification of local career development opportunities.
2) Promotion of effective utilization of existing resources for school-to-work transition.
3) Provision of a public forum for policy issues concerning work and education.
4) Support in expansion of career guidance services.
5) Facilitation of greater involvement of business and education in the transition process.
6) Facilitation of information exchange and other communication among persons and groups interested in transition.

The agency is affiliated with and under the auspice of the local office of a national organization which is active in school-to-work transition programming as one major area of involvement. At the national level, this organization is collaborating with other groups to sponsor a number of transition projects through sites at the local level. The paid executive of the council is responsible to the overall direction of the local organization and director of the local office. The

remaining membership of the council is comprised of influential leaders from local business, industry, education, post-secondary education and government. This group elects a chairman, who works closely with the council staff officer and director of the local organization in promoting and coordinating projects accruing resources and creating working relationships among community sectors.

The site receives partial funding from the national organization for operating expenses and promotional and planning activities. Resources for development, staffing and conduct of projects are contributed by participating business and industry groups. The annual budget for the site, including funds received from all sources, is between 100,000 and 250,000 dollars.

The council was established in 1976 by the national organization through its local office as part of a pilot program relevant to one of the organization's major goals, that of improving the quality of career education through community involvement. By means of elaborate, carefully monitored procedures the director of the local office screened candidates for the new position, based on their experience in managing human resource development and training programs, and their experience in conducting programs to facilitate cooperation between the business and education sectors. Top-ranking candidates were screened by offices of the national organization.

The newly selected director was initially responsible for promoting the concept of the council to the business and education communities and recruiting a representative membership. A pool of prominent leaders representing industry, business, and education in the community was selected and invited to serve as council members. The council was most fortunate in acquiring a broad base of community representation in the original group of persons accepting the membership invitation.

Prior to the site's initial meeting, the director met with each member individually to explain the program in detail and to solicit the members' areas of special interest or concern. These items were incorporated into the agenda for the early meetings. Although the global goals and philosophy of the council were established at the national level, it became the council members' task to formulate specific objectives to realize the major goals in their community and to plan activities to carry out negotiated objectives. Much of the council's first year was devoted to establishing an appropriate role for itself in the community. A number of activities were undertaken, on an exploratory basis, including: 1) development of basis for a community career education plan; 2) exploration of the possibility of establishing an industry site for an electronics assembly course; 3) presentations via the print and electronic media, describing the school-to-work transition process; and 4) a variety of workshops and forums designed to share council-

collected information with business, education and youth, and to facilitate information sharing among these groups.

Presently, the site is involved in six areas of activity. These include:

1) Inventory of resources in career guidance.

One of the earliest activities initiated by the council was the compilation of groups and organizations offering various types of career education services. The inventory is periodically updated and has been widely disseminated throughout the community.

2) Implementation of a community-wide career education plan.

The agency is in the intermediate stages of developing a comprehensive career education plan for community schools. The plan will provide an outline of goals and procedures for providing career education for each grade level from kindergarten through post-secondary training.

3) Coordination of career guidance institutes.

The site is active in organizing and presenting institutes designed to bring together groups interested in school-to-work transition. The institutes facilitate both the dissemination of information that the council has gathered concerning local transition issues, and the sharing of participants' unique insight and experiences.

4) Organization of youth forums.

The community council is distinctive in its recognition of the need to acquire direct input of youth into planning and goal setting activities. It obtains youth

input through sponsorships of a series of youth forums. Young people are given the opportunity to plan programs, aimed at satisfying their identified transition needs. Their results are incorporated into future planning by the council.

5) Periodic dissemination of information.

The agency regularly disseminates information concerning its current and planned activities as well as findings accrued regarding available resources and critical needs pertaining to local transition. Dissemination is accomplished through career guidance institutes, through communications by council members to groups in their sector and to the public through the local media.

6) Cooperative efforts with the juvenile justice system.

The agency has been working with the juvenile justice system to determine the impact of juvenile laws and law enforcement practices upon youth. Central to the study is an investigation of the relationship of work to the juvenile justice system, and the possible deterrence of certain youths' involvement with the system through acquisition of work.

This linkage agency is representative of a network of sites affiliated with a national labor organization. Because of its affiliation, the site works closely with organized labor groups in the city, facilitating their efforts to increase the input of organized labor into career education, training and placement. Presently, this agency focuses its activities in two areas: job placement and program development. The agency is generally not involved in the direct administration of transition programs, but is active in: 1) designing and coordinating implementation and delivery of these programs by organized labor and business groups in the city.

The site was established in 1968, as one of a nation-wide network of local programs created to carry out the philosophy of a national organization. As is the case for many local programs established by a larger organization, the site engaged in a limited amount of independent goal-setting and project planning at the outset; instead goals and activities were assumed, which had been formulated by the national policy-making body. However, training and placement services in the community were investigated and evaluated by the agency. Based upon the unique needs of the community, agency staff were able to modify goals established at the national level and develop projects tailored to the needs of the above-described target groups in the city.

Initial funding for the agency was provided by the national organization with support resources, such as office space and supplies contributed by local unions. As various labor groups were brought together and began to commit themselves to implementing and maintaining training and placement projects developed by the agency, these groups invested their own resources as well. Therefore, the operating budget of the site itself is less than 100,000 dollars, used for staff salaries along with labor market research and project development and promotions. However, the annual budget of the entire program includes the investment of unions, business and other committed groups who conduct projects and is over 500,000 dollars.

Although the services provided by the site, in collaboration with various labor organizations, business and local government, are open to any unemployed or underemployed person in the city, the agency has targeted a number of special populations found to be in need of special services. Projects have been implemented which offer a comprehensive system of employment counseling, training and placement for the handicapped, ex-offenders, veterns and women seeking non-traditional employment. Also, a special project is being developed which has been successfully pilot-tested through the national organization in other cities. This project is intended to increase the employability of persons in the performing arts. An in-depth survey conducted at the nation level revealed that a significant number of these persons are frequently underemployed due to the scarcity of work in the performing arts. Most performers,

although highly trained and experienced in their professions, tend to lack skills for adequate employment in nonperformance occupations. Therefore, the organization concluded that performing artists were in need of services; 1) to help them become more employable when work was not available in their profession; and 2) to increase the number of jobs in the performing arts to allow performers to work in their area of training and allow widespread appreciation of their talent.

The response to these needs was implemented through the design and pilot demonstration of a training placement project for out-of-work performers and development of a community arts project, in which funding and other sources of support are acquired to create jobs in the performing arts. Although the agency described here was not among the pilot sites selected for initial demonstration of the project, plans are underway for beginning the implementation of both services for the benefit of performers in this city.

Career education, training and placement of youth is another specific area of concern for this site. The agency works in collaboration with other local linkage organizations and with labor and business groups to coordinate a variety of youth-oriented services. One such project, currently underway, allows disadvantaged youth the opportunity to gain "hands on" experience in a broad range of occupations. Such experience serves the dual purpose of providing the young person with an income while helping him or her acquire an understanding of the spectrum of options for employment. The agency is active

in helping unions create summer employment for CETA youth and works with building trades unions to offer opportunities for minority youth to acquire experience through apprenticeships.

Agency staff have also developed working relationships with secondary and post-secondary vocational institutions in the city. The agency consults with these schools to provide technical assistance regarding existing and projected job opportunities in labor and business, along with the current and anticipated skills requirements. Institutions are able to use this input for modifying their curricula to meet these opportunities and skill needs.

One particular project recently sponsored by the agency reflects its interest in involving those workers who will be affected by training and placement projects in the actual planning of those projects. The agency brought together the employees of a local cafeteria workers union to plan and commence a training program for school cafeteria workers. Through the collaborative support and effort of the agency and the union, new employees were provided on-the-job training in a number of jobs. At the same time, other workers were able to take the opportunity to upgrade their existing skills. The result of the training program developed by the employees was establishment of a new school program which provided needy children with high quality meals.

The agency maintains a local advisory board, which consults with the agency in order to enable the provision of services specific to the needs of special populations in the city.

The majority of the advisory board members come from organized labor, many of whom are local union presidents. Currently, the composition of the advisory board reflects a balanced representation of the various labor groups in the community and an equal representation of black and white members.

Also the board maintains close contact with the national advisory board, in order to maintain congruence of activities at the local level with goals and policies at the national level.

North - Central Inner City

This site is located in the central area of a major north-central industrial city. The organization was established to serve two small, established enclaves in the heart of the city; one community is predominantly black, while the second community is predominantly white ethnic.

The site has identified nine objectives to be met in working toward its goal of facilitating youth transition from school-to-work. These objectives are:

1) Increasing cooperation among area businesses, education, government, labor and community youth service organizations in placing and training prospective workers.

2) Expanding apprenticeship opportunities for youth.

3) Coordinating secondary and post-secondary vocational education programs which are able to link education with work.

4) Centralizing job placement services between schools, a nearby university, CETA, and private business and industry.

5) Becoming a resource for employers wishing to establish exchange programs, internships, work experience, and career exploration experiences for students and teachers.

6) Developing a comprehensive delivery system of occupational information.

7) Serving as a resource for obtaining information and writing proposals to federal programs and private foundations.

8) Working with other organizations on industry-education concepts for planning and increasing revenue potential.

9) Acting as a liason between educators and employers.

Within these objectives, the site has initiated a number of employment programs, in collaboration with the local businesses and the school system. These programs include a fence construction, installation and landscaping program, a career orientation program, and a college consortium model in-school youth program, which offers academic credit for work experience. In addition, one of the two community high schools operates two programs with which the site is actively involved. One of these programs allows 15 in-school youth to receive academic and work experience credit for performing landscaping and other city beautification projects. The second program is designed to train 30 in-school youth for unsubsidized employment in business/industry.

The site was formed in 1978 as an offshoot of the county youth service bureau. An employee of the bureau with experience in program development was assigned to bring the concept of a local education-work council to the school system and the business/industry community, and to recruit interested council members from these two sectors. No funding was formally allocated to the project, although the director's salary and facilities for future council activities were provided by the bureau. Initially, the council focused on the development of jobs for local youth and the acquisition of resources for training young people to assume these jobs.

The bureau saw the council as a potential source of a collaborative solution to the high rate of youth unemployment in two target communities within the larger metropolitan area.

At first, a great deal of resistance to participation in the organization was experienced from educators and business leaders. Many persons who were approached were highly skeptical that the site would have any value for their particular organization; many were dubious as to whether the council would have any effect at all in alleviating youth unemployment in a target area composed of groups with diverse needs and interests. A great deal of effort had to be expanded by the director and county officials to overcome these doubts, and to acquire sufficient representation for goal setting and project planning activities to begin. Consequently, the development of the organization has proceeded slowly, and one of the missions of the council continues to be its evolution into a viable working body.

Currently, the major activities being planned and undertaken by the site continue to be the organization and coordination of community resources for job development and on-the-job training. The organization is involved in developing a project in conjunction with a group of major industries and the Federal Reserve Bank. The purpose of the project is to develop jobs in industry settings and to organize resources of industry to provide on-the-job training for incoming

employees filling newly established jobs. Also, agency members are particularly concerned with the acquisition of monetary resources. They hope to become linked with established transition programs through participation in grants and contracts with other agencies.

One of the most formidable problems the site has had to face is the very distinct differences in its two target communities. Community A is mainly a black community which has a history of developing its own programs, and is sophisticated enough to be able to design programs and apply for grants. On the other hand, Community B is a white ethnic. enclave which is isolated from the rest of the surrounding community, and has little experience in designing programs for its youth. Because of the differences in the two communities, the organization has had to deal with racial tensions and suspicions within its own ranks. At times the members from Community A feel that Community B are getting most of the benefit since they have the least resources. In addition, only 40% of Community B youth go to public schools; the rest go to parochial schools. In order to handle this problem the council has had to promote programs which are beneficial to both communities, but often are only targeted for one or the other. At this point, it would seem that there is little integration of the communities' different issues. Some of the racial problems have been dealt with in the context of the organization. Members see that they can

work together and this has developed some group cohesiveness.

Another problem has been the limited involvement of business and labor. The primary work to date has been done by various elements of the educational community with some government activity. As described by the director, the labor and business involvement to date has been attendance at meetings, with no accompanying contributions of time or money. Their attitude seems to be "show me that this will be of some vaue to my organization before I am fully committed to it". They see the organization as a means for making their wishes and ideas known, described as a sort of "protective involvement".

Looking to the future, one of the site's goals is to develop a broader, more cohesive representation. In addition, the council aspires to acquire sufficient funding for hiring a staff. Organization members expressed the hope that a paid planning director and an on-the-job director could be hired, along with a clerical staff and job development outreach workers.

In the coming years the council sees its role in the community as that of a clearinghouse: organizing and disseminating information concerning community resources. The organization also looks to eventually expanding the area it serves. Presently, council members have been involved with the two city governments, their school systems and community groups. The director has been actively engaged in visiting

other sites, and acquiring information that will enable him to develop strategies to assess needs for youth services of the suburbs surrounding both communities.

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Cornbelt City

The program is currently involved in facilitating the school-to-work transition of young people in a large mid-western city. Currently, the council is affiliated with a national organization which operates a number of linking organizations at the local level. Also, the agency, being closely affilitated with the city's chamber of commerce, conducts its major activities in collaboration with the chamber. Since the council's inception, it has worked closely with the industrial community, and membership is drawn heavily from the business-industrial sector.

The council is among the more heavily-supported organizations in the present sample. Most of the site's annual funding comes from corporate bodies in the city and from a major private foundation. The chamber of commerce also provides funds and supportive services, such as office space. Annual funding for the council currently exceeds 500,000 dollars.

Currently, the council and the chamber are involved in the provision of a number of projects designed to improve career education and guidance, and increase job placement for young people in and out of school. One of these programs is designed to help unemployed persons enhance their employability through on-going interaction with a volunteer from the business community. Unemployed clients who apply for services with the project are paired with a business person, who helps the client prepare for, locate, and successully retain a job.

Volunteers spend an average of 25-40 hours over an eight week period, preparing their candidates for placement.

A second large-scale project of the council and the chamber is the operation of a non-profit youth employment agency. Patterned after similar programs in two other large cities, the project is geared toward helping small businesses acquire needed employees, while relieving them of the burden and expense of advertising and screening for applicants. Businesses notify the service of available openings. The service then selects potentially suitable young people from its pool of applicants, screens the applicant, and contacts the employer to arrange for interviews. After an applicant has been employed, the service maintains contact with the employer to monitor the applicant's progress and the employer's satisfaction.

Other projects include a referral and placement service for veterans and a series of workshops which allow youth to learn about and explore a variety of occupations.

The council was first established in 1962 by the chamber of commerce. Funding to organize the group and maintain it through the first six years operation, was provided by one of the city's largest industries. In collaboration with the chamber, the council formulated a series of goals. These goals were aimed at organizing the resources of the business/industry community for direct provision of services to youth and for cooperative programming with the school system. As is the case today, the council's focus on the area of job placement for youth. A number of projects was conducted to determine

the specific needs of the various youth populations in the city, along with the needs of business differing in size and speciality.

In 1968, the council affiliated itself with the national organization. Programming was expanded to accomodate the goals and activities of the national organization. However, the council maintained its strong affiliation with the chamber of commerce and its own highly developed goals.

As a result of the council's strong relationship with the business-industrial community, the body has become an integral part of the city power structure. The agency is currently composed of a highly visible and influential group of persons from businesses and industry: consequently, it has acquired high status and its programs have credibility in the business-industrial community. The group has been able to motivate the business-industry community into locating and mobilizing career-education resources, and implementing policies developed through the council. Additionally, the director is regarded throughout the city as a capable, energetic organizer who "gets things moving".

The major problem confronting council members has been their inability to establish a successful working relationship with the school system. To date, the council has been almost entirely involved in coordinating projects offered by the business/industry community. Links to establish a collaborative link between businesses and the schools have met with little

success. Council members see the reasons for this lack of cooperation lying in the generally anti-establishment orientation of the school system, and in the difficulty of moving ideas or resources through the system's bureaucratic structure.

One of the council's major endeavors for the future is the establishment of an advisory group of persons from private industry. This group would work with the agency in making policy decisions and mobilizing resources for projects relevant to career development throughout the industry sector. Also the council plans to continue its efforts to establish rapport with the school system. A project aimed at creating such industry-education rapport is in the advanced planning stages. Through the project, individual schools in the system would be matched with individual businesses or business groups. The business sponsor would become responsible for helping the school meet its career/education and guidance needs. The main inputs from the sponsor would be financial support and the provision of speakers and experimental opportunities for students within their organization.

Rural New England

This site serves residents of a remote, "backwoods" area, whose chief industries are wood harvesting and tourism. The agency's primary focus is coordination of the programs offered by government, education, industry and community organizations of the various townships in the area. The council assists these organizations in developing vocational education programs and in collaborating on the administration of these programs in order to offer a wide range of services to residents of the area and to retain local talent. Council members believe that this goal will be realized through implementing job placement and establishing resources for staff development of teachers, counselors, administrators and others involved in providing vocational guidance services to area youth.

Further, the goals of the program include improvement of both employment practices and the quality of employees entering the job market, improvement of placement services and greater involvement of business in career education.

Presently, the contacts with organizations involved in the collaborative effort are informal. The organization employs a small staff to manage these contacts, which consists of one full time administratior and one half-time clerical assistant.

The council functions under the auspices of a national organization which receives federal funds to

establish a network of linkage programs. In addition to this funding, the council receives funds at the local level. Also the council is in the process of securing funding at the state level. Currently, the size of the annual budget is small: under 50,000 dollars. The board of directors attempts to balance the funds between the various townships in a wide geographic area.

The council was originally the idea of five citizens of the community who saw a need in the mid 1970's for a coordinated program of vocational guidance for the residents of the surrounding rural areas. They felt that the public schools in the area could serve a non-partisan role in providing the community's collaborative vocational development services. The superintendent of the school system had a friend in the organizational ranks of a national education-work organization, who made him aware of funding opportunities from the organization. The council's organizational meeting took place in August 1977 and the agency was incorporated in October of that year. The program also received support from the Dean of Public Service at a nearby state university. Early funding for the council came from CETA, Title III.

The council is composed of representatives from the education, labor, business and community sectors of the area. Council membership tends to remain evenly distributed among the various sectors, although the number of members fluctuates between nine and eighteen. Included on the agency

are two students from the public school system. Although no difficulty has been encountered in attracting members, turnover has been high. Two reasons account for the short duration of representatives' tenure. First, a number of council members have left the area due to job transfers. The second difficulty pertains to the fact that, since the agency serves a large target area, many interested agencies are located a number of miles from the site. Many of the roads in the area are poorly developed, making travel difficult, particularly in winter. Some of the current council members must travel two or three hours over rough roads to attend meetings. These difficulties have forced the resignation of a number of representatives.

Due to the distances and hardships in traveling between townships in the area, difficulties were encountered in maintaining effective communication among those involved organizing the council. The process of establishing a consensus on the direction to be taken by the developing council advanced slowly and required a great deal of time. Contributing further to the difficulties as the fact that much time had to be spent rewriting national level materials so they would be applicable to the council's target youth.

At present, the program is involved in several activities in service of the goal of implementing the Youth Employment and Demonstration Projects Act of 1977. The council performed a coordination role in efforts of the school districts, local

and county governments and vocational educators to produce a proposal for subparts 2 and 3 under legislation to the Balance of State prime sponsors. Also, the agency is facilitating the coordination of services between the counselors of the state's talent search program and participants in the YACC being conducted in a nearby forestry. Finally, the council serves as a clearinghouse for information regarding summer Youth Conservation Corps programs in the state.

A second dimension of the program's work lies in the area of needs assessment. The council is attempting to identify and document transition services which are available in the area, along with services which are needed, but not available currently. As a part of this assessment, the council contacted a local high school to obtain information from students regarding: 1) activities which they find most helpful in moving from school to work; and 2) their perception of major obstacles to transition which continue to exist. In assessing the diverse n needs of the area, the council works closely with employees to compare student needs with those of the business/industry sector and to determine how new programming will prove most beneficial to both parties.

Agency members see their continuance as a linkage between their national organization and a group of educators, business leaders and government officials at the local level. The council hopes to expand its coordinating efforts to include the programs of more groups in the sectors now

involved and to include non-involved sectors in these programs.

Mason - Dixon City

This site, located in a medium-sized city in the mid-southern United States, primarily offers services directly to clients. Services are directed to increasing the employability and job placement opportunities of single, disadvantaged, head-of-household women seeking non-traditional employment. Services include employment counseling, formal skills training classes, followed by placement with an employer in business/industry. Further, a large portion of the agency's time is devoted to developing new job openings for their clients.

The site was formed in 1975, through the collaborative efforts of the city's YWCA, and through the state's county bureau of manpower services. A formal needs assessment was conducted, which determined: 1) a need of employers in traditionally male-dominated occupations of industry, to acquire qualified women in order for them to meet federal equal opportunity regulations; and 2) the absence of a specialized program of counseling and training for disadvantaged, head-of-household women residing in the county. Information was gathered from employment records maintained by the county, as well as through a survey of local employers in the industrial sector.

Based on these findings, a grant was written to the Department of Labor and the State Department services for funding to implement a program offering employability

training to women for occupations in industry and the skilled trades. Initial funding of 50,000 dollars was received in 1975. Additionally, the state provided employees to operate the agency. Office space was provided by the YWCA.

An advisory board was formed through personal contacts with individual employers and through interactions with community groups related to government, business and education. In attempting to acquire a broad community representation, the highest levels of resistance were encountered from groups representing industry and labor. Many members of these groups expressed skepticism, and occasionally hostility toward the new agency's goals. Labor and industry representatives were won over slowly, through frequent reassurances that the emerging services were intended to benefit industry in meeting federal requirements and were not intended to undermine the employment opportunities of men.

The agency received funding through Title III of CETA in 1976. Upon receiving CETA funds, direct state support was discontinued. Non-state employees were recruited to gradually replace the staff employed by the state. However, the agency continued to receive support from the YWCA, in terms of space and equipment; support which continues today. Currently, the agency is able to maintain an annual budget of nearly 300,000 dollars.

The effectiveness of the agency has been inconsistent over the past few years, but overall, a number of goals have been achieved. Major successes include:

1) The agency has been able to successfully place its clients with businesses in the city-county area. Because of the agency's emerging reputation as an effective provider of trained workers, the staff has been able to acquire new businesses to replace firms which no longer need the agency's services.

2) As a result of the success that the agency has achieved in developing contacts with non-traditional companies and successfully placing women with these firms, other agencies now send clients and their friends to these firms. Staff members believe that before the intervention of this agency, these contacts would not have emerged.

3) Agency personnel believe they have been influential in providing information to local courts, relative to the availability of a pool of trained women for non-traditional jobs (many of them trained by the agency This information is useful to courts in sex discrimination litigation with local industries.

With these successes have come a number of problems, which complicate agency activities. One of the major problems experienced by the agency is similar to one which occurred when the site originated; the problem being resistance from

employers in industry. Supervisors at many work sites have been unwilling to train new female workers once they have been hired. Supervisors tend to express two reasons for their reticence: 1) they do not know how to deal with women who work in formerly male-dominated occupations; and 2) they are unconvinced regarding the capability of women to perform many industry-related jobs. The difficulties encountered in dealing with supervisor-resistance are directly related to the number of "new" employers with which the agency staff is working. As employers discover that their female employees are capable and qualified, resistance usually disappears. However, the same strong initial aversions are encountered when dealing with a new group of supervisors. Among their future plans, the staff hopes to implement workshops for supervisors regarding supervision and training practices for female workers.

A second problem which has yet to be resolved involves the duplication of services. A number of agencies exist in the metropolitan area, and have programs which offer some services to single disadvantaged women, similar to those of the agency discussed here. Although the agency is the only one which orients its services exclusively to the special needs of this population, site personnel are periodically ordered to justify the agency's existence to the state Bureau of Manpower Services.

The problem is compounded by a lack of cooperation among agencies in the community, particularly regarding clients who are receiving services at more than one agency. Friction has developed over cases in which a client who has received services from one agency comes to this site and does not say she has previously been elsewhere. The agency has no way of finding out about the client's prior experience. Not infrequently, a client has been placed in the same job by more than one agency, an occurrence which many employers view as sloppy operation by all the agencies. The county Bureau of Manpower Services attempted to establish a coordinating system to facilitate interagency cooperation. However, the system has not functioned well, due to a lack of interest among agencies to cooperate or communicate with one another. Some of this apparent lack of interest stems from hostility among agencies interested in protecting their role in the community. Since justification of the agency's existence is an important issue in the annual report, each site tends to protect its uniqueness, and therefore, tends to see other agencies with similar resources as threats rather than as potential partners.

The majority of representatives on the agency's advisory committee has served since the committee's inception. The composition of the board is heavily weighted by officials from city government along with state and federal government officials. Ironically, representatives from industry, the sector

with which the site works most closely to train and place clients, are generally poorest in their attendance and participation in agency activities.

The advisory committee does not engage in policy-making for the agency. Rather, members give their perspective, drawn from their specific areas, regarding the best approaches to serving the needs of both the target population and the industrial sector.

The development of training programs and company contacts in the construction industry is predicted to be the major activity of site staff for the next 1-2 years. Focus will be directed on an apprenticeship program in the building trades. Also, the development and implementation of an in-staff training program will be designed to assist supervisors in business/industries that hire women into formerly all-male occupations. The aim of the program will be to help supervisors overcome their fears and skepticism about women's abilities to perform the work. It is anticipated that supervisors will be better able to understand and prepare effective training and supervision techniques for female employees. Emphasis, however, will be placed on the fact that supervisors must treat males and females equally, when training or supervising on-the-job training.

VII CONCLUSIONS

CONCLUSIONS

Based on a survey of 113 linkage organizations a number of findings were obtained regarding the structure and linkage methods in use by these sites to improve education to work transition. Personal interviews with staff members at twelve sites selected from this sample, provided additional in-depth information regarding the more general survey findings. Following are the major conclusions of the survey and case studies.

The majority of linkage organizations in the sample are of recent origin. Nearly two-thirds of the surveyed sites have been in existence six years or less, and nearly half of these sites have operated for three years or less. A small group of sites in the sample have operated for 10 years or longer.

These sites were typically established: 1) by educators and business leaders at the local level, with initial funding provided by local groups; or 2) through the efforts of national organizations which conduct transition activities through a network of offices at either or both the regional and local levels.

A positive relationship was found between the length of time a site in the sample had been in operation and the amount of funding the site received. Generally, as linkage organizations increased in age, the amount of funding received increased as well. Typically these sites offered the most

services. For example, ten-year old sites tended to be involved in the provision of a variety of direct and coordinating services, to a large number of clients and community agencies.

The average educational attainment of staff members was baccalaureate and less. Generally, staff members holding degrees beyond the baccalaureate occupied directorships or senior administrative positions. Frequently, staff members were found to perform multiple service roles for the organization offering more than one service or performing administrative and service duties. Finally, while the number of men and women employed in linkage organizations are approximately equivalent, men tend to fill more administrative functions, than women, while women predominate in clerical positions.

Half of the direct service sites provide services to over 500 clients each year. Equivalent numbers of men and women are served by most sites. Also, as the age of a direct service site increases the number of clients served annually and the number of services offered also increase.

The services most frequently offered by direct service sites in this sample include employment counseling, skills training programs and job placement. A trend was observed among the sites to offer services which are short-term in duration, while effectively reaching a large number of clients each year.

Three coordinating services are offered most frequently by sites. These services are information dissemination, program development and program coordination. Linkage organizations involved in providing coordinating services to assist the programs of community agencies, were found to offer services most frequently to agencies in the business, education and government sectors. Generally, coordinating sites in this sample tend to maintain working relationships with only a small number of community agencies during any given period of time. However, linking organizations make frequent monthly contacts and generally maintain a close relationship with these community agencies.

Regarding the composition of governing boards for linkage organizations in the sample, persons from different community groups (i.e. business, government, education, labor, volunteer) were approximately equally represented. However, as the size of the board increased, the number of representatives from education and business increased more than the number of persons representing other groups. Although the organized labor sector comprises the lowest number of groups working with linkage organizations and tends to receive the lowest number of monthly contacts from linkage sites relative to other sectors, the representation of labor on linkage organization boards is equivalent to the participation of other groups. This finding leads to the conclusion that labor groups have a higher level of input at the planning and administration levels of the linkage process, than in the actual service process itself.

Finally, all sites were requested to describe their goals for improving transition between school and work. Goals for improving the school which were reported most frequently were: 1) the establishment of a centralized career information center; 2) expanding guidance services in the schools; and 3) changing the enrollment patterns of students into post-secondary vocational education. Most frequently listed goals for improving transition at the workplace were: 1) increasing the involvement of business in vocational education; 2) improving the quality of workers entering the job market; and 3) improving job placement services in the business industry sector.

VIII. ANNOTATED BIBLIOGRAPHIES

GENERAL

RESEARCH AND EVALUATION

ORGANIZATION AND SITE DESCRIPTIVE INFORMATION

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Barton, P.E. Designing youth policy: starting points. Washington, D.C.: National Manpower Institute, 1977.

This monograph presented an analysis of major youth issues. Based on these issues, major elements of effective youth policies were discussed and suggestions were made for means by which to implement these projects.

Barton, P.E. and Fraser, B.S. Between two worlds: Youth transition from school to work. Volume I. Washington, D.C.: Center for Education and Work, National Manpower Institute, 1978.

This volume is one of a series of three documents which synthesized knowledge and developed research and experimentation strategies for education-to-work transitions for youth. It contains an assessment of the status of knowledge regarding problems, issues, and conditions in the field. A description of volumes two and three can be found in the research section.

Bertoli, J.M. The business enterprise as an educational institution. In New Directions for Education and Work: Implementing new education-work policies, 1978, 3, 63-70.

In recent years, a number of major corporations have attempted to avail their training programs to students in the community. Bertoli examined the progress that one industry, General Electric, has made in establishing such a link between its training program and area students.

Bonmarito, P., Schulman, M., & Hoyt, K. Career education and the organized labor movement. Washington, D.C.: Office of Career Education, 1978.

This collection of papers presented three perspectives on the role of labor in career education. Full employment, job opportunities awareness, labor as an educational resource, and other related topics were discussed.

Burt, S.M. and Lessinger, L.M. Volunteer industry involvement in public education. Lexington, Massachusetts: D.C. Heath and Company, 1970. 203 pp.

This book addressed the relationship between education and work in regard to industry's voluntary involvement. Emphasis was placed upon specific ways in which good practices can be implemented, and methods for overcoming pitfalls and misunderstandings were described. Topics which were discussed include the need for industry's voluntary involvement in education. History and previous involvement in collaboration and cooperation with case studies are included. Steps which are needed in order to achieve cooperation between education and industry are suggested.

Dieffendefer, R., Kopp, T., and Cap, O. Advisory Committees, Columbus, Ohio State University, Center for Vocational Education, 1977.

This booklet discussed the formation and use of advisory committees as a vehicle to promote the collaboration of educators and business/industry leaders in developing comprehensive vocational education/experience programs. It addressed the subject of advisory committees in terms of the advantages and disadvantages of the advisory committee approach over alternative methods, resources and preparation required to form and maintain a committee and administrative issues with which members must deal.

The education of adolescents: the final report and recommendations of the National Panel on High School and Adolescent Education. Washington, D.C.: Dept. of Health, Education and Welfare, 1976.

This report proposed that contemporary society has become excessively reliant on the high school as the sole agent for educating teenagers. It urges that the educational roles of the family, church, media, and the other institutions be strengthened in order to shift the burden of education for adulthood away from the high school.

Employment and training program for youth: What works best for whom. Washington, D.C.: U.S. Dept. of Labor, 1978.

This monograph provided CETA prime sponsors with a review of the literature and research on the basic components of all employment and training programs. It suggested that this information will help the prime sponsors better execute the YEDPA program.

Employment and training report of the president (Annual Pub.) Washington, D.C.: U.S. Dept. of Labor, 1977.

This 1977 report covered the fiscal year 1976, including reports on facilities utilization and on employment and training program coordination under CETA. Also, it described the linkage of the U.S. Office of Education with state & local educational agencies in the provision of adult education and vocational skills training.

From school to work: Improving the transition. Washington, D.C.: National Commission for Manpower Policy, 1976.

Representing the collaboration of eleven experts in the field, this compilation included a collection of policy papers prepared for the National Commission on Manpower Policy. Among the topics were an analysis of problems in the education-to-work transition, current remedial efforts and projects solutions.

Hagans, R., McClure, L., and Fish, L. Education and work: transition, equity and extended learning. Component 6: analyzing means for reconciling positive and negative incentives to institutional education and work collaboration. Portland, Ore.: Northwest Regional Laboratory, 1978.

This publication consisted of two parts. Part one reviewed the literature pertaining to education and work using a format presenting the number, title, description, and publishing data from 240 articles. Part two provided an analysis of problems with collaboration between schools and business. Suggestions were made for improving this process.

Hagans, R., McClure, L., and Fish, L. Education and work: transition, equity and extended learning. Component 7: Assessing means for strengthening the role of labor in education and work planning. Portland, Ore.: Northwest Regional Laboratory, 1978.

This report presented the suggestions and ideas of an advisory board studying labor collaboration with education and industry. It suggested that schools promote increased career exploration, that labor studies be included in the curriculum, and that the media should present an unbiased view of workers.

Hollander, T.D., and Prager, A. Articulation as a hope & a reality. Boston, Mass.: Paper presented to the Boston Regional Conference on Education for work, 1978.

This paper emphasized the need for priorities to be re-ordered at the state and local level to promote more adequate vocational educational resources in career and educational training at the local level. It suggested areas of weaknesses and indicated how career & vocational training can be improved.

Hoyt, K. The concept of collaboration in career education (papers). Washington, D.C.: Office of Career Education, U.S. Office of Education. 1978.

This series of summary papers consists of thoughts and suggestions generated at the mini-conferences on collaboration in career education. At each mini-conference, representatives from particular community sectors or agencies were invited to discuss their agencies' current and future roles in collaborating with educators on career education. Mini-conference participants were encouraged to express their own views and suggestions regarding more effective methods which their agencies could utilize in collaborating with local school systems and potential problems which could arise. Summary papers included "The National Alliance of Business and Career Education," "YEDPA and Career Education," "Women's American ORT and Career Education," "Chambers of Commerce & Career Education," "4-H and Career Education," "Exploring Division Boy Scouts of America, Girl Scouts of the U.S.A., and Career Education," "American Legion/ American Auxiliary and Career Education," "The National Federation of Business and Professional Women's Clubs and Career Education," and "Junior Achievement, Inc. and Career Education."

Hoyt, K.E., Evans, R.N., Mackin, E.F. and Mangum, G.L. Career education: What it is and how to do it. Salt Lake City, Utah: Olympus Publishing Co., 1972.

This book presented a philosophical stance on the significant issues in career education. Issues discussed are: 1) the nature of career education, 2) the need for it and its relation to social unrest, 3) how it developed, 4) implementation strategies, and 5) potential contributions.

Industry-education community councils: NIE papers in education and work: No. 9. Washington, D.C.: National Institute of Education, 1977.

This publication presented three papers on the use of community education-work councils as a ways to improve the school-to-work and work-to-school transitions for adults. The first paper, "Community Councils and the transitions Between Education and Work," was authored by Paul Barton of the National Manpower Institute and introduced the concept of collaborative education and work councils. Bobrow's article, "Reasonable Expectations: Limits on the Promise of Community Councils" presents an analysis of factors which community councils need to consider and a consideration of council activity which may effect youth transition. The third article, "Critical Issues Pertaining to the Establishment of Community-Education Work Councils," authored by John Walsh, describes types of past and present council efforts, outcomes, associated with each type, and im important issues which need to be considered.

Levitan, S.A. Where we are and how we got there. American Work-Life, 1976, 1(11), 18-23.

This article described, in an abbreviated fashion, the legislative history, social background, and evaluation of the education-to-work movement. It traced the education to work movement back to the 1977 Smith-Hughes Act and the Area Redevelopment Act of 1961. Legislation since 1961was outlined.

Marshall, R. and Green, E.G. The Awarding of Academic Credit Under the Youth Employment and Demonstration Projects Act of 1977. Employment and Training Administration, U.S. Dept. of Labor. Washington, D.C.: U.S. Government Printing Office, 1977. 21 pp.

This booklet concerned the awarding of academic credit to out-of-school young people for training and experience which they receive under the various youth programs. Issues surrounding the awarding of academic credit were discussed, such as competencies to be developed and measured, methods and techniques for awarding credit, and relevant issues and options. Resources for further information were also identified.

Marshall, R. and Green, E.G. Considerations and Elements for CETA/LEA Agreements. Employment and Training Administration, U.S. Department of Labor. Washington, D.C.: U.S. Government Printing Office, 1977, 24 pp

This federal booklet discussed the elements which are salient in facilitating cooperation among relevant agencies involved in federal training, education, and employment programs for youth. More specifically, it discussed several areas and concerns which need to be addressed in developing agreements between CETA and local educational systems. It included a listing of basic goals which should be considered, in meeting the training and employment needs of youth, as well as a statement concerning what the aimsoof collaboration should include in order to meet these needs. Elements of CETA/LEA agreements of existing resources and their relationship to YEDPA goals and purposes, services and delivery systems to be included, expected outcomes and administrative procedures.

Martorana, S.V. Education for work: Responsibilities and responses of two-year colleges. New Directions for Education and Work: Reassessing the link between work and education, 1978, 1, 1, 91-101.

The community, or two-year, college has been caught in the midst of a conflict concerning whether its primary purpose is preparing students for further academic training or preparing them to immediately enter the work force. The article reported on the progress that community colleges are making toward preparing interested students to enter an occupation by providing them with adequate training, experience and knowledge about the job market.

McClain, T., & Gat, D. (Eds.) Commonwealth colloquium video series workbook: building bridges between the worlds of work and education. Amherst, Mass.: Institute for Governmental Services, 1977.

This publication provided an overview of the current perspectives on career/occupational education and suggested possible goals which might be incorporated into the development and operation of a linkage organization. It is designed to be used in conjunction with a series of two videotape cassettes.

Odyssey of "the transition from school to work". Washington, D.C.: National Manpower Institute, 1978.

This document presented the historical and legislative action behind the education-to-work movement and is excellent for an overview of the historical background.

O'Toole, J. Work, learning and the American future. San Francisco, Cal.: Jossey-Bass, 1976.

This book examined widespread assumptions that have hindered progressive policies for education and work. Following this examination, it developed a framework for creating a "quality society" which would develop human potential through improved transition from the educational system to the world of work.

Placement services: a training manual. Ann Arbor, Mich.: Prakken Publications for the National Association for Industry-Education Cooperation, 1977.

This manual provided a comprehensive instructional package in the areas of job development, placement, and preparation of young people for the work force. It discussed ways in which industry and education can work together to develop and place students in jobs. Finally, this publication suggested guidelines for establishing and maintaining an education-work council

Sexton, R., and Kline, R. Final report of the study group on service learning. Frankfort, Ky.: Kentucky Council on Higher Education, 1976.

This report discussed the relationship between education and work and the impact which service/learning can have on functions in both areas.

Sexton, R., and Ungerer, R. Rationales for experiential education: ERIC/higher education research report #3. Washington, D.C.: ERIC, 1975.

This document reviewed the concepts of experiential education focusing on the individual as a learner and worker. It concluded that experiential education functions ideally within the scope of clearly articulated societal objectives.

Silverman, H., and Ginsberg, M. (Eds.). New directions for community colleges: Easing the transition from schooling to work, 16. San Francisco: Jossey-Bass, 1976.

This book described the problems involved with school-to-work transition, and then presented possible solutions to these problems. Alternatives through implementing these solutions through community college programs were suggested.

Advancing vocational education through research and development. Washington, D.C.: U.S. Office of Education, 1976.

This publication presented the role of research and development in vocational education, beginning with background information in legislative procedures, determination of priorities, and implementation of funding for projects. It concluded with synthesis papers and abstracts in five areas of vocational education

Antos, J.R. and Mellow, W. The youth labor market: A dynamic overview. Bureau of Labor Statistics and Employment and Training Administration, U.S. Dept. of Labor, Washington, D.C.: U.S. Government Printing Office, 1979, 189 pp.

This document was one of a series of papers produced by the staff of the Bureau of Labor Statistics. This volume in particular examined the adjustment of young people to the labor market using data from the National Longitudinal Surveys. Factors affecting this adjustment, such as school enrollment and labor force status, wage determination, turnover, duration of subsequent employment and wage growth, were examined separately and then linked together in a unified theoretical framework. By synthesizing past research, the authors set forth new insights into the employment problems of youth.

Barton, P.E. and Fraser, B.S. Between two worlds: Youth transition from school to work. Volumes 2 and 3. Washington, D.C.: Center for Education and Work, National Manpower Institute, 1978.

These reports were part of a series of three volumes which synthesized knowledge and developed research and experimentation strategies for education-to-work transition for youth. A description of the first volume can be found in the first section of the bibliography. The second volume have been conducted and presented the results of program evaluation. The third summarized strategies for new research and experimentation in the field.

Beder, H.W. and Darkenwald, G.G. Occupational education for adults: An analysis of intitutional roles and relationships. Center for Adult Development, Graduate School of Education, Rutgers University for the Bureau of Adult and Occupational Education, U.S. Office of Education, Dept. of Health, Education and Welfare, 1979, 170 pp.

This study investigated the delivery system of adult vocational education offered by the public educational system. It focused on the roles which these institutions play, their relationships with one another, and the linkages which these institutions have with business and industry, CETA, and organized labor. Divided into two phases, the first part of the study was a concentrated ecological analysis of the roles and relationships of adult vocational education systems in New Jersey. The second phase of the study involved testing and extending first phase results on a national basis. The results from this study were then utilized to formulate recommendations for federal and state policy-makers and decision-makers

Bonner, H.S. To develop a system for interfacing the administration and implementation of CETA and vocational programs at the local level. Final report, Prarie View, Texas, Prarie View A&M University, 1976.

The study was aimed at determining the feasibility of using public schools to provide training for the disadvantaged in rural areas. Further, the study attempted to ascertain factors which have prevented the establishment or working relationships between manpower training and vocational educators. Data collection included both a questionnaire and interviews with educators from public schools involved in the Texas Rural Impact Program. Also, interviews were conducted with various officials of the CETA and vocational programs at the federal, state, and local levels. Findings of the study led to 16 major conclusions, among them, the conclusion that CETA and vocational funds can be combined for the purpose of initiating a broad comprehensive program for the disadvantaged.

Budz, J. Employers' View of the Labor Market and Job Opportunities for Working Women in the Worchester Area, Worchester, Mass., Worchester Area Career Education Consortium, 1978.

The report is one of a number of reports on a study designed to analyze the education, training and employment patterns of the Worchester area. Budz described the patterns of training, employment acquisition and career maintenance for Worchester area women who seek a career following completion of high school. Data was acquired through interviews with employers. Three principal findings emerged from the study: 1) women in the Worchester area do not move through the school-to-work transition in the same manner as their male counterparts; 2) while the potential employers of men appear aggregated into secondary, bridge and primary employers, this categorization does not seem to hold true for women, and 3) there exists a variety of reasons why women have different experience in the work world than men with the same education.

Connolly, J.A. and Maguire, L.M. Exploration in employer-based career education. Philadelphia: Research for Better Schools, 1973, 22 pp.

This study described the development of a model, the Academy for Career Education, which was an attempt at a "pure" model of employer-based career education. Possessing the goal of comprehensive secondary career education, the program was tested at various sites in Philadelphia. The explorative education component was the most successful aspect. However, it was concluded that such a model is possible only on a limited experimental basis. A modification of this program will be tested in the future.

Cooperation in vocational education. Washington, D.C.: American Association of Community and Junior College and American Vocational Association Joint Study, 1978.

Sponsored jointly by the AAJC and AVA, this study identified the administrative practices and policies within local linkages which have yielded model cooperative and collaborative programs among post-secondary vocational institutions. Including community colleges and technical institutes, 203 post-secondary institutions were selected; and their programs were evaluated on ten criteria. In-depth case studies of twenty-two sites were presented.

Employer-based career education; evaluation report, San Francisco, Far West Lab for Educational Research and Development, 1973.

The evaluation report was a case study of the lab's secondary-level employer-based career education program. Among the issues discussed were the program's objectives, procedures for student recruitment, strategies for obtaining community support and resources and project management. Also, methods for assessing the students' progress were described.

Employment and Training Administration. Involving private employers in CETA programs: A case study. R&D Monograph 75. Washington, D.C. U.S. Department of Labor, 1980.

This report presented the results of a Labor Department funded study on factors distinquishing effective prime sponsors. Those who were determined to be effective were found to be sensitive to the needs of employers, experiences low employment rates, formed links with various business and community organizations and employers, employers, and had greater success in placing people in private on-the-job training. Recommendations for prime sponsors are also proposed.

Enderlein, T.E. A review of career education evaluation studies. U.S. Office of Education. Washington, D.C.: U.S. Government Printing Office, 1976. Stock number 017-080-01686-9, 34 pp.

This monograph presented the results of several career education studies. Specific areas included career awareness, career decision-making, and academic achievement. A considerable number of studies addressed the effect of career education on career awareness and academic achievement, while other studies centering around attitudes toward career education were also included. A lengthy bibliography appears at the end.

Ferrin, R. and Arbeiter, S. Bridging the gap: a study of education-to-work linkages (supplemental and final report). Princeton,N.J.: College Entrance Examination Board, 1975.

Supplemental report presents an in-depth analysis of 26 education-work linkages throughout the nation. The final report addresses the nature of the education-to-work transition, the factors which make transition difficult for some people, and the variety of methods that might be used to smooth this process. A bibliography is included.

Final educational report of the NWREL experience-based career education program, Washington, National Institute of Education, 1974.

This report presented evidence that vocational or work study programs enhance classroom learning. Variables which were evaluated included reading and writing skills, social communication skills and problem solving skills for daily life tasks. The study focused on the work of the NIE training site in Portland, Oregon.

Gottlieb, D. Youth and the Meaning of Work, University Park, Pennsylvania, University of Pennsylvania, Institute for the Study of Human Development, 1973.

Part One of this paper provided a comprehensive annotated bibliography, and the articles described research comparing the characteristics of youth populations in transition and the occupations they obtain. Part Two of the paper presented a questionnaire which was sent to 2,000 graduating seniors in five schools in Pennsylvania in 1972. The questionnaire was a part of a study to determine the attitudes of youth in-transition toward their role in the world of work. Also, the study attempted to determine the goals of students concerning future salaries, position and duties on the job as well as their conceptualization of the "good life" as they hope to live following ten years of work.

Grasso, J.T. and Shea, J.R. Vocational Education and Training: Impact on Youth. Berkley, Ca.: Carnegie Council on Policy Studies in Higher Education, 1979, 243 pp.

Using data from two youth cohorts in the DOL-sponsored National Longitudinal Surveys, this study examined 1) choice of high school curriculum; 2) the relationship between curriculum and occupational goals and information and highest year of school completed; and 3) reactions to early employment and training experiences of vocational and general education students. Using multivariate analysis, including path analysis, the respective experiences of women, men, blacks and whites were examined separately. On the basis of these results, implications for policy and practice were drawn.

Hoyt, K.B. Evaluation of K-12 Education: A Status Report, Washington, D.C.: U.S. Office of Education, , pp.

This monograph reviews evaluation studies of career education programs in the public school system. It summarizes the findings of those major reports which otherwise would not have been accessible to interested researchers and discusses experiences which rose from the career education evaluation efforts of the 1970. Using these experiences as a foundation, the report draws implications, both positive and negative, for career education research in the 1980 and suggests future directions.

Impacts of YEDPA on education/CETA relationships at the local level: five case studies. Office of Youth Programs Special Report Number 1. Washington, D.C.: U.S. Dept. of Health, Education and Welfare; and the Office of Youth Programs, U.S. Dept. of Labor, 1978.

This report examined the changes in the collaborative relationship between education and CETA that have occurred in five communities where YEDPA programs have been implemented.

An implementation strategy for the knowledge development plan. Washington, D.C.: U.S. Dept. of Labor, 1977.

This document described the information which YEDPA would provide concerning the effectiveness of a wide range of youth training and employment projects. It proposed the development of a long-term youth education-work program based on this information. Constraints and important consideration confronting the plan were discussed, along with an explanation of the four sub-programs involved, the strategy for implementing these programs, and methods for evaluating each program's effectiveness.

Initial youth employment and demonstration act (YEDPA) experience at the local level: report #1. Washington, D.C.: U.S. Dept. of Labor, 1978.

This report presented the initial findings from a study on the implementation of the YCCIP and YETP programs by CETA sponsors. It focused on the planning and Developmental processes with special regard to the involvement of community-based organizations and to the "knowledge development" approach.

Institute for Manpower Program Analysis, Consultation, & Training, Inc. (IMPACT) Evaluation of CETA/SESA linkage demonstration projects. Washington, D.C.: Prepared for the Office of Program Evaluation, Employment & Training Administration, U.S. Dept. of Labor, 1978.

This publication evaluated the linkage efforts which have occurred between CETA and the Employment Service at nine demonstration projects. It presented information on each site's goals and achievements, as well as problems which arose during the development and initial implementation of the projects. Realities were discussed in terms of issues relating to the general linkage process and possible replications and changes were summarized at the end of the monograph.

Jacobson, M.D. Adult career advocates training project, Evanston, Illinois, Northwestern University, prepared for the U.S. Dept. of Health, Education, and Welfare, Dept. of Education, 1979.

The project was designed to identify, describe and assess centers which provide career and educational guidance services to adults in the community. The main criteria for site selection was that the center must avail its services to all adults in the community who are able to meet that center's particular standards for need. The report was divided into five chapters. Chapter One discussed the background and need for adult advocacy and the structure and operation of a number of national programs which sponsor a number of centers at the regional and local levels. In Chapter Three, a number of individual case studies of noteworthy programs, representing the work of various types of adult career guidance centers, such as community colleges, peer counseling centers and business and industry programs were discussed. Finally, Chapter Three described a number of "noteworthy practices" which were drawn from a wide range of sites. Chapter Four described the methodology used in identifying centers and issues related to site selection and survey. Chapter Five addressed the problems which have been encountered by many of the surveyed and discussed the future directions which are being considered for the Adult Advocacy movement.

Jung, S.M. Evaluating the Work-Education Consortium Projects: An Overview of Issues and Options. Prepared research by the National Manpower Institute for the U.S. Dept. of Labor (Contract No. 99-6-653-42-8). Washington, D.C.: National Manpower Institute, 1977, 23 pp. and attachments.

This booklet described strategies and methodologies appropriate for evaluating large-scale social programs such as the Work-Education Consortium Project. After presenting the framework for general evaluation, which included descriptions at the "impact model," the role of evaluation, and a short account of the historical background the author drew specific implications for evaluating Work-Education Consortium at the local, NMI, and federal levels.

A knowledge development plan for the Youth Employment and Demonstration Projects Act (YEDPA) of 1977. Washington, D.C.: U.S. Dept. of Labor, 1977.

This was a follow-up document to the first report on the YEDPA experience at the local level. This second document offered a detailed strategy for implementing and evaluating the progress of each of the four demonstration programs in the knowledge development plan.

Linkage strategies for program development in post-secondary adult vocational education: project proposal. N.J.: Rutgers University Center for Adults Development, 1977.

This publication described a project to identify, describe and evaluate existing education-to-work collaboration in the state of New Jersey.

Mangum, G. and Walsh, J. Employment and Training Programs for Youth: What Works Best for Whom? Office of Youth Programs, Employment and Training Administration, U.S. Dept. of Labor, Washington, D.C.: U.S. Government Printing Office, 1978.

This review, based on a search of literature in the areas, assessed strategies which have been used in the administration and delivery of employment and training services to young people. In addition to assessing the relative effectiveness of techniques, services, and administrative practices, it also examined the efficacy of various types of services for specific target groups, and synthesized this information into a form useful for practitioners in the field. An extensive bibliography was also included.

Manpower research and development projects. Washington, D.C.: U.S. Dept. of Labor, 1975.

This publication summarized all research projects (funded through 1975) designed to study progress in vocational education, job development, and job training. It includes descriptions of research projects which study linkage activities for a number of special-need client populations.

Marshall, R. and Green, E.G. Involving Private Employers in CETA Programs: A Case Study. R&D Monograph 75. Employment and Training Administration. Washington, D.C.: U.S. Dept. of Labor, 1979. 177 pp.

This monograph presented the results from a series of case studies in which successful linkages between CETA and local businesses had been demonstrated. In order to gain private sector cooperation, prime sponsors utilized various strategies with emphasis on reducing "redtape" and coordinating its activities with the needs of the local economy. Recommendations for improving cooperation between prime sponsors and business were included, as well as extensive tables of descriptive statistics.

Marshall, R. and Green, E.G. Research and Development: A 16-Year Compendium (1963-78). Employment and Training Administration, U.S. Dept. of Labor. Washington, D.C.: U.S. Government Printing Office, 1979, 608 pp.

This book was a compilation of projects funded by the Office of Research and Development of the Employment and Training Administration during the fiscal years of 1963-1978. It described each of the projects, including objectives, methods, and (for completed projects) results and conclusions. Using a uniform scheme, it classified the projects according to subject and other relevant dimensions. Each chapter was placed in context by a brief introduction, which served to unify the material which followed.

Muth, C.R. The Impact of the 1976 Vocational Education Amendments upon CETA Post-Secondary Vocational Education Programs and Organizational Linkages, East Lansing, Michigan, Middle Cities Education Association, Proaction Institute, 1977 proposal.

The project evaluated the impact of the 1976 Vocational Education Amendments on CETA post-secondary education-to-work linkages. The three objectives of the project included: 1) describing the program coordination that existed before and after implementation of the Amendments; 2) assess the effectiveness of linkages between CETA and post-secondary education mandated by the Amendments; and 3) determine the opinions of program facilities policy-makers concerning the impact of the Amendments on the effectiveness of these post-secondary linkages.

Nutall, R. A plan for providing vocational education services to youth. Chestnut Hill, Mass.: Laboratory for Statistical Policy and Research, 1976.

Aimed at developing a coordinated vocational education program for youth under custody of the Dept. of Youth Services of Massachusetts, this study investigated the feasibility of linking institutional programs with programs of community based agencies. Both questionnaires and interviews were used.

Parnes, H.S. et al. Career thresholds: vols I-III, manpower research monograph no. 16. Washington, D.C.: U.S. Dept. of Labor, 1971.

This monograph investigated the participation of young men in the labor force. Leaving school and aging accounted for most of the changes in occupational participation. Revision of vocational choice was found to be strongly correlated to withdrawal from formal schooling.

Prager, A., Goldberg, J., Cohen, M., and Finn, P. Education and work councils: Progress and problems. Prepared by Abt Associates, Inc., Cambridge, Mass, for the National Institute of Education. Washington, D.C.: U.S. Dept. of Health, Education and Welfare, 1980. 112 pp.

This report presented the results of the initial stage of a study on work/education councils and the Work-Education Consortium. Essentially a revision of a report originally submitted on 1979, this document included data from site visits to twelve education and work councils. A report on the second stage of the study is scheduled to appear in August 1980 and will present four case studies, a policy paper pertaining to the role of local councils, and a description of methodological problems which arose during this study.

Proaction Institute, Center for the Study of Community and Education Planning. CETA-Vocational Education Linkage Project. Michigan: Middle Cities Association, Michigan State University, 1979.

This study examined the impact of the 1976 Vocational Education Amendments on the coordination of CETA and vocational education at the post-secondary level. Administration at federal, state and local levels were surveyed on the extent of coordination before one year and after the passage of the 1976 Vocational Education Amendments. Three states were chosen for indepth study. It was found that coordination was relatively unsuccessful at the federal and local levels while coordination at the state level was the most effective.

Reubens, B.G. Bridges to Work: International Comparisons of Transition Services, N.Y.: Universe Books, 1977. 275 pp.

This book compared the transition services found in various countries, including Western Europe, Canada, Australia, the United States and Japan. Activities which were examined included orientation and information, guidance and counseling, job placement and research and follow-up programs. The importance of transition services was considered within the context of individual and societal well-being.

Sockel, R. Evaluation report #1 & final evaluation report: The Education-Work Council. Enfield, Conn.: Education-Work Council, 1977.

These reports presented an in-depth examination of the development and initial activities of the Education-Work Council of Enfield and provide useful information for those in the process of starting a linkage.

Strong, M. A comprehensive career guidance, counseling, placement and follow-up through for rural (small) schools. Madison, Wis.: University of Wisconsin, 1976.

This report examined ways to improve job placement and related services for school dropouts, as well as graduates of secondary and post-secondary vocational institutions. Present levels of placement and career guidance activities and new services were identified. Cost of services and effectiveness of programs were assessed to generate a data base which will be used to plan and develop a new model for comprehensive job guidance and placement systems.

Summary of a plan for the study of vocational education. Washington, D.C.: National Institute of Education, 1977.

This document proposed a multifaceted plan for the study of vocational education programs. Areas included were: distribution of funds, compliance with applicable laws, means of assessing program quality and effectiveness, and review and evaluation of consumer and homemaking education programs.

Walsh, N.N., and Breglio, V.J. An assessment of school supervised work-education programs part II: urban cooperative work education programs and follow-up study. San Francisco: Olympus Research Co., 1976.

This publication analyzed urban cooperative work-education programs in the 100 largest cities in the U.S. Results showed that the disadvantaged populations using the programs had a higher level of occupational satisfaction and had higher job placement rates than non-participants.

ANNOTATED BIBLIOGRAPHY
ORGANIZATION AND SITE DESCRIPTIVE INFORMATION

ABT Associates Inc. Documentation of the national program of selected population segments. Cambridge, Mass.: prepared for the U.S. Dept. of Labor, 1977.

This report presented an analysis of 82 projects funded by the Dept. of Labor, Employment and Training Administration, Title III. It covered the progress of the projects through their first year of funding. A second volume analyzed the projects following their second year of operation and summarized the impact each project has effected in its respective community.

The alliance youth program. Washington, D.C.: National alliance of Business, 1976.

This document presented an overview of the Youth Motivation Task Force, and explained the philosophy and goals of the Career Guidance Institute, as well as linkages at the college level.

Clark, D.M. Community based career education advisory councils: a mechanism for local collaborative efforts. Buffalo, N.Y.: National Alliance of Industry, Education, and Business, 1978.

Describes the current socio-economic needs for career education advisory committees. Presents one structure for council formation and suggests possible council activities.

Community education-work councils program - first year report (3 Vols.). Washington, D.C.: American Association of Community and Junior Colleges, 1978.

Volume I described the AACJC's office activities, and it also presented the issues and problems facing each site along with an appendix of project documents.

A comparison of four experience-based career education programs. Washington, D.C.: National Institute of Education, 1977.

This publication provided an overview of four EBCE projects which are directed by NIE, and included an in-depth description of experience-based education.

Duran, J.L. (Ed.) HEW manpower programs--a guide to program linkage. Washington, D.C.: Office of Human Development, Dept. of Health, Education and Welfare, 1976.

This document presented HEW programs cross-referenced with services offered by CETA in order to help "CETA program staff...to quickly identify HEW resources applicable to a client's needs, to note the eligibility criteria, and to make the appropriate contacts or referrals." In this way, it attempts to promote linkage between HEW and CETA.

Education liaison program. Washington, D.C.: National Alliance of Business, 1977.

This report described the philosophical basis offered through Business-Education liaison programs and discussed the purpose of the metro offices in developing & promoting linkage programs. It outlined the selective process for recruiting a Business-Education liaison director and described criteria for evaluating programs.

Freise, F.E., Berry, A.O. and Culloton, J. Career guidance institute. Final report Report No. VT-103-541. Washington, D.C.: National Alliance of Business, 1974. 51 pp.

This report described the activities of the Career Guidance Institute in Portland, Maine. The purpose of this program of in-service education was to create opportunities for interaction among those in both education and business. Consisting of visitations to business and workshop sessions, the program also included an evaluation mechanism which revealed positive results. A series of appendices was also included

Gold, C. Contracting with business and industry: Use your community resources. Escanaba, Michigan: Bay de Noc Community College, 1978.

Gold described an innovative approach to linking area businesses with classroom education, in which the college facilitated a contract between the business and the student to receive twelve hours per week of on-the-job training, in addition to classroom instruction. Academic credit was awarded for this classroom and job site training. Gold discussed the reception the project encountered, both by students and employers.

Gudenberg, K.A. On developing community work-education councils. Washington, D.C.: National Manpower Institute, 1976.

Based on the author's review of 50 community education work councils, presented are his ideas on important aspects and problems of the development of these councils that should be emphasized by their founders. Issues, such as community receptivity, balanced representation, council organization, and goal formation are discussed.

Hillenbrand, B.F., Weintraub, J. and Remine, N. CETA Works: A selection of programs. Washington, D.C.: National Association of Countries, 1979. 152 pp.

This book was a collection of descriptive summaries of CETA programs around the country. Organized by state and county, the summaries included the origins, sponsorship and funding of the programs, the populations served, the operation and content of the programs, and their effectiveness. Addresses of the CETA programs and the names of contact people were also included.

Industry-education councils: a handbook. Buffalo, N.Y.: National Association for Industry-Education Cooperation, 1977.

This handbook contained general guidelines to assist professionals interested in creating an industry-education council. Excellent for a brief overview on assessing the need for, and forming collaborative organization.

McClain, T., and Sockel, R. Community education-work collaboration: A Massachusetts perspective. Amherst, Mass.: Institute for Governmental Services, University of Massachusetts, 1977.

This publication presented a detailed description of the structure and functioning of 12 education-work councils in Massachusetts. Based on the experience of these councils, the authors provided guidelines for organizing an education-work council and for enlisting the support of various facets of the community. Bibliographies of of guidebooks for initiating councils and of newsletters and council publications were included.

MDC, Inc. CETA Title IV project description reports. Chapel Hill, N.C.: MDC, Inc. Prepared for the U.S. Dept. of Labor, 1977.

This report described 50 various projects existing under the CETA Title IV program or equivalent. The projects were selected for imaginativeness in concept or for their excellence in addressing a variety of public service needs. Information on funding, enrollment, duration, and occupations was included.

Olympus Research Corporation. Education, service, and work: the multifunded approach. Washington, D.C.: U.S. Dept. of Health, Education and Welfare, 1977.

This book overviewed 22 multi-funded work and service education projects. Each project was described in terms of funding, development, problems and outcomes. Also, a bibliography of related publications was included.

On the job training: CETA program models. Employment and Training Administration. Washington, D.C.: U.S. Dept. of Labor, 1977.

This monograph considered the development and operation of on-the-job training programs, and discussed marketing considerations for OJT contracts. Methods of developing linkages with other employment and training programs, especially CETA and WIN, were emphasized.

A planning charter for the youth employment and demonstration projects acts of 1977. Washington, D.C.: U.S. Dept. of Labor, 1977.

This publication outlined the Department of Labor's philosophy in designing and implementing YEDPA programs. Also, it discussed realistic objectives of the programs, existing constraints, and alternative solutions.

Program models for youth employment. Washington, D.C.: Institute for Manpower Studies, 1977.

This publication summarized the conference on youth unemployment held in Seattle, Washington. Conference participants came from federal agencies, CETA prime sponsors, and a university consortium. The collected papers were published as a sourcebook for workers in the field.

Reid, A. How to plan, start and coordinate labor education programs, (paper). Washington, D.C.: American Association of Community and Junior Colleges, 1976.

This paper was presented at the Joint Conference of Labor Education at the Walter and May Reuther Education Center at Black Lake, Michigan. It described a format for planning, starting and coordinating a labor education program initiated through the collaborative efforts of local unions and the local community college system. Means for determining the needs of the potential worker population for career education, and sources of community support for this type of collaboration were discussed.

Report on joint DHEW/DOL youth employment and demonstration projects act workshops. Washington, D.C.: U.S. Dept. of Labor, Employment and Training Administration, 1978.

This report presented the discussions generated in five workshops on YEDPA. These workshops were conjointly sponsored by the Dept. of Labor and the Dept. of Health, Education and Welfare.

Report to the U.S. Department of Labor for the contract period of January 26, 1976- January 23, 1977. Washington, D.C.: AFL-CIO Human Resources Development Institute, 1977.

This document reported on HRDI's progress in the area of job development, training program development, and job placement. It outlined the collaborative efforts between HRDI and CETA, unions and other organizations concerned with the training and placement needs of various target populations.

Scope of work. Washington, D.C.: Human Resources Development Institute, 1978.

This report provided a comprehensive summary of the educational, placement, and job development programs offered by the HRDI in cooperation with the U.S. Dept. of Labor. Also, it included a statement of HRDI's goals and future strategies to meet these goals on the organization's local and national levels.

Service Center for Community College-Labor Union Cooperation. Apprenticeship programs at community colleges. Washington, D.C.: American Association of Community and Junior Colleges, n.d.

This paper presented a bibliography listing 523 community college apprenticeship programs which are offered in cooperation with labor unions.

Sexton, R.J. Building an education-work council: Lessons of Lexington. New Directions for Education and Work: Implementing new education-work policies, 1978,3,1-10.

Through the work of the Lexington Education-Work Council, businesses, unions, education and government are working together to improve the education-to-work transition of the Lexington are population, particularly the transition of youth and women. Sexton's article provided an in-depth description of the planning, promotion and formation of the council, as well as a discussion of the issues involved in maintaining the council, through changes of city administration. Also, Sexton's article included an excellent discussion of the importance of promoting the infant council to visible leaders who exert influence in the community, to business and educational officials who will actually manage it, and to the community-at-large, who must support and assist the council in its work.

Sockol, R., and McClain, T. School-business partnerships: A practitioner's guide. Amherst, Mass.: Institute for Governmental Service, 1977.

This publication suggested guidelines for the implementation of school-business partnerships to aid in the linkage process.

Strayhorn, L., and Goldberg, J. New approaches to CETA training: National program for selected population segments. Cambridge, Mass.: ABT Associates Inc., U.S. Dept. of Labor, 1978.

This document summarizes the work of 82 (NPSPS) projects, funded in 1977. The book is divided into an introductory chapter and contains sections on women, handicapped, youth, ex-offenders, rural, and older workers.

The work-education consortium: An inventory of projects in progress. Washington, D.C.: National Manpower Institute, 1978.

Organized into 10 topic areas, this booklet lists several site-specified innovations from the various members of the consortium. An additional index to council activities cross-references each council's activities. A final work-education consortium communities page lists all cities represented in the consortium.

Work-education councils and the possibilities for collaborative efforts under YEDPA. Washington, D.C.: U.S. Dept. of Labor, 1978.

This document for the necessity of collaborative work-education councils to implement YEDPA and other career education programs. Advantages to participating agencies were presented.

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Work-education councils: Current and planned activities. Washington, D.C.: National Manpower Institute, 1978.

This report describes the implemented or planned programs and ideas from 21 work-education council activities. It was prepared for use as a summary for government and other national organizations.

Work-education councils: Profiles of 21 collaborative efforts. Washington, D.C.: National Manpower Institute, 1977.

This publication analyzed the development and initial operation of 21 education-work councils funded by the Dept. of Labor and served by the National Manpower Institute. Demographic information was also provided for the communities in which the councils operate.

Work experience prospectives: CETA program models. Washington, D.C.: U.S. Dept. of Labor, 1978.

This federal publication demonstrated that many forms of client work experience could enhance the CETA program delivery system and delineates the potential advantages for clients and for CETA. Finally, it included instructions on program building with examples.

Wurzberg, G. Improving job opportunities for youth: A review of prime sponsor experience in implementing the (YEDPA) youth employment and demonstration projects acts. Washington, D.C.: U.S. Government Printing Office (#931-811), 1978.

Wurzburg reviewed the prime sponsors' experience in implementing YEDPA and also, provided an analysis of what changes have occurred at the local levels. Ten case studies with both an information synthesis and suggestions for change were included in the booklet.

Youth programs and innovations. Washington, D.C.: U.S. Dept. of Labor, n.d.

This compilation presented, in notebook fashion, a series of program models and innovations on youth employment. It was written primarily as a resource for CETA prime sponsors.

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X. APPENDICES

APPENDIX A

LIST OF ADVISORY COMMITTEE MEMBERS

APPENDIX B

SURVEY INSTRUMENT

APPENDIX A

ADVISORY COMMITTEE MEMBERS

Dr. Donald Clark, President
National Association for Industry-Education Cooperation
Buffalo, New York

Dr. David Smith
Associate Professor of Education
University of Tulsa
Tulsa, Oklahoma

Dr. Thomas Sweeney
Professor of Education
College of Education
Ohio University
Athens, Ohio
President of American Personnel and Guidance Association

Dr. James Wood
Associate Professor of Sociology
Indiana University
Bloomington, Indiana

APPENDIX B

INDIANA UNIVERSITY
School of Education
2805 East Tenth Street
BLOOMINGTON, INDIANA 47401

TEL. NO. 812- -337- 3103

Dear Colleague:

You have been identified as representing an organization concerned with the linkage between education and work. Increasing emphasis is being placed on such linkages, and important work is being conducted by linkage organizations. Yet, much of this work has not been formally documented. Our project, which is funded by the Division of Research and Demonstration of the Bureau of Occupational and Adult Education at the U.S Office of Education, is designed to provide initial information which would help us to get a perspective on this linkage process.

Since so little has been written about this field, it is especially important to get information on the actual practices taking place at a number of sites. You can help us greatly by completing and returning the enclosed questionnaire. We hope to provide information which will be of use to the field and will be glad to send you a summary of our results if you request them.

Thank you for your help.

Cordially,

Rex Stockton

Rex Stockton
Associate Professor

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EDUCATION AND WORK LINKAGE SURVEY

We are studying agencies involved in the linkage between education and work. This linkage can involve either or both the coordination of services or provision of direct services, in any of the linkage areas of providing information, counseling, training, and/or placement. In order to consider the diversity of the agencies involved, our instrument is necessarily general. Some of the questions may not apply directly to your agency. If a question does not apply, please mark "NA" for that question. Your responses will help us understand this important area.

1. Time agency has been in operation:

_____ 0-3 years
_____ 4-6 years
_____ 7-10 years
_____ more than 10 years

Type of agency:

____ Primarily coordination
____ Primarily direct services
____ Both coordination and direct services

2. Please list major goals and activities of your agency: (Use back of page if necessary.)

Also, we would appreciate receiving relevant materials (e.g. organization charts, reports, newsletters) which would help us better understand your organization.

3. Sources of funding for agency: (check more than one if needed)

____ Federal
____ State
____ Local
____ Private (foundation)
____ Other (please specify)
_____
_____

Size of budget (annual):

____ Under $50,000
____ $50,000 to $100,000
____ $100,000 to $250,000
____ $250,000 to $500,000
____ Over $500,000

4. Agency resources: Please list specialized resources such as computerized data bank, resource center, training facilities, etc. Use back of page if necessary. In addition, we would appreciate receiving any descriptive materials concerning these resources and facilities.

5. Staff: total number: _____ Sex: males ____ females ____

Education:	Number:	Number of staff licensed or certified:
Pre-baccalaureate	_____	_____
Baccalaureate	_____	_____
Master's	_____	_____
Doctorate	_____	_____

6. Type of staff:

	Number:	Males	Females
Administrators	_____	_____	_____
Clerical	_____	_____	_____
Psychological counselors	_____	_____	_____
Employment counselors	_____	_____	_____
Trainers - teachers	_____	_____	_____
Job developers	_____	_____	_____
Other (please specify)	_____	_____	_____

7. For agencies providing direct services:
Client population: total client load per year: _____

	Sex: males		females	
Age:	15-20	_____	15-20	_____
	21-30	_____	21-30	_____
	31-40	_____	31-40	_____
	41-50	_____	41-50	_____
	51-60	_____	51-60	_____
	Over 60	_____	Over 60	_____

	Number of clients served:	Number of staff involved:
Employment counseling	_____	_____
Psychological counseling	_____	_____
Training	_____	_____
Placement	_____	_____
O.J.T.	_____	_____
Other (please specify)	_____	_____
_____		

8. Please check the estimated number of contacts you have with each type of agency on a monthly basis.

Type of contact	No. of agencies	No. of contacts per month			
		four or more	three	two	one or less
Volunteer	_____				
Government	_____				
Education	_____				
Labor	_____				
Professional	_____				
Business	_____				
Community	_____				

9. Please list below up to five additional linking agencies which you would consider most effective in your community.

	Name	Address	Telephone
1.			
2.			
3.			
4.			
5.			

10. Please list the number of representatives from each type of agency on your board of directors (can be advisory committee).

Volunteer	_____	Professional	_____
Government	_____	Business	_____
Education	_____	Community	_____
Labor	_____	Other (please specify)	_____

11. Check the types of coordinating services your agency provides:

Needs assessment	_____
Information dissemination	_____
Consultation	_____
Program development	_____
Program coordination	_____
Interagency communication facilitation	_____
Job placement	_____
Job development	_____
Staff development	_____
Other (please specify) _____	_____

12. Check the agencies whose programs are presently under the guidance of your organization:

Volunteer	_____
Government	_____
Education	_____
Labor	_____
Professional	_____
Business	_____
Community	_____
Other (please specify) _____	_____

13. Please check the items considered to be goals to which the collaborative efforts of your organization are directed.

Education:

Implementation of career education systems	_____
Establishment of career information/resource center	_____
Increased availability of career guidance services	_____
Change in enrollment in postsecondary vocational education	_____
Change in enrollment in postsecondary academic education	_____
Change in number of students directly entering job market	_____
Improved job placement	_____
Establishment of periodic staff development for teachers, counselors, librarians, and administrators	_____
Production of educational materials and programs	_____
Other(s) (please use back of page if necessary) _____	_____

Work:

Improvement of employment practices	_____
Improvement of employee quality	_____
Improvement of job placement services	_____
Greater involvement of business in career education	_____
Greater involvement of government in career education	_____
Greater involvement of labor in career education	_____
Other (please specify) _____	_____

Thank you for your cooperation.